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General report on public instruction in the N.W.P and Oudh for the year 1891-92.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1891-92.

INDEX.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

Institutions in general.

PARA.		PAGE.
1.	The period under report	1
2.	Abstract of statistics for all educational institutions of different kinds for the last two years	*ib.*
3.	General review of the statistics of expenditure and attendance as embodied in the general tables	2
	Institutions connected with this Department.	
4.	Expenditure from *all sources*, direct and indirect...	4
5.	" " *public* funds " "	5
6.	General review of direct expenditure from *all sources* on different kinds of education	*ib.*
7.	Distribution of *indirect* " " " ...	*ib.*
8.	Proportions in which direct expenditure is met from several sources	7
9.	Distribution of *direct* expenditure between Government and aided institutions ...	*ib.*
	SECTION II.—CONTROLLING AGENCIES.	
10.	Changes among the controlling agencies proper	7
11.	" in the Professorial staff at Colleges	8
12.	The Registrarship of the three departmental public examinations	*ib.*
	SECTION III.—UNIVERSITY EDUCATION.	
	Arts Colleges.	
13.	Attendance in the English Arts Colleges	8
14.	Expenditure from several sources on six English Arts Colleges	9
15.	State expenditure on the *five* principal Colleges	*ib.*
	University Examinations.	
16.	The M.A. Examination; fewness of candidates	9
17.	Insufficient Professorial staff in certain College	10
18.	The B A. Examination—A and B Courses	11
19.	Remarks on the B Course	*ib.*
20.	Improved laboratories at 4 Colleges	*ib.*
21.	Deficient laboratory at the Bareilly College	12
22.	The B.A. Examination—General results	*ib.*
23.	The Intermediate Examination	13
24.	" " percentage of failures	14
25.	College Boarding-houses	*ib.*
	Oriental Colleges.	
26.	Benares Sanskrit College	15
27.	Oriental Department, Canning College	*ib.*
28.	The Mulla Examination	16
	Law Colleges.	
29.	Attendance and Law Examinations	1
	SECTION IV.—SCHOOL EDUCATION, GENERAL.	
30.	Different grades of instruction	16
	Entrance Examination of the University of Allahabad.	
31.	Comparative results of State, Aided, and Unaided Schools	17
32.	Relative success of State Schools	*ib.*
33.	Percentage of success in several subjects	*ib.*
34.	Comparison of the results in the Inspectors' Circles	18
35.	Schools specially successful at the examination	*ib.*

PARA.		PAGE.
36.	Schools especially unsuccessful at the examination	19
37.	Results of a single year not a safe test of the work of Inspectors and teachers ...	*ib.*
38.	Progress of the Jubilee High School, Lucknow	20
	The English Middle Examination.	
39.	Comparison of the results for the last two years	20
40.	Percentage of success in several subjects	21
41.	Schools specially successful at the examination	*ib.*
42.	Remarks on the results of foreign schools	22
	State English Schools.	
43.	Attendance at the State English Schools	22
44.	Direct expenditure at the State Schools	*ib.*
45.	Fee receipts and attendance	23
	Aided English Schools.	
46.	Aided English Schools—attendance	23
47.	Comparison of the statistics of the State and Aided English Schools	*ib.*
48.	Hindus and Muhammadans in sections of Zila Schools	24
49.	Examinations of the primary classes of Zila Schools	*ib.*
50.	Remarks on the above	25
	Physical Education.	
51.	Physical education in English Schools	25
51(*a*).	Boarding-houses attached to Zila Schools	26
	Vernacular Middle Schools.	
52.	Highest class tested by Vernacular Middle Examination	27
	Vernacular Middle Examination.	
53.	Change of date for holding the examination	27
54.	Comparison of the results for the last two years	*ib.*
55.	Percentage of success in each subject...	28
56.	Issue of certain new rules	*ib.*
57.	Percentage of success in Government Aided and Unaided Schools	29
58.	Urdu and Hindi candidates	*ib.*
59.	Superior success of Hindi students	*ib.*
60.	Occupation of father or guardians of successful candidates	30
61.	Comparison of the results in Circles and Divisions	*ib.*
62.	Explanation of success in Benares and Allahabad Divisions	31
63.	Success obtained by the Rohilkhand Division	*ib.*
	Vernacular Town Schools.	
64.	Fee income and attendance	31
65.	Number of scholars in different sections on 31st March of the last two years ...	32
66.	Average attendance and direct expenditure	33
67.	Upper and Lower Primary Examinations	*ib.*
68.	Boarding-houses attached to Town Schools	34
69.	Physical education in Town Schools	*ib.*
70.	Examination of Aided Oriental Schools	35
	Village Schools.	
71.	Fee receipts and attendance	36
72.	Distribution of scholars in the upper and lower primary sections	*ib.*
73.	Direct expenditure for the last two years	37
74.	Annual Examination of Classes III, IV, and V	38
75.	Percentage of passes	39
76.	Physical education in Village Schools	*ib.*
	Aided Primary Schools.	
77.	Aided Primary Schools. Attendance and direct expenditure	39
78.	Schools aided under Circular No. 16 of 1886	40
	Private Institutions.	
79.	Comparison of the statistics of private institutions for the last two years... ...	40
	SECTION V.—EDUCATION, SPECIAL.	
	Normal Schools.	
80.	Number of Normal Schools	41
81.	Average attendance and direct expenditure	*ib.*
82.	Results of first year examinations of the Normal Schools	*ib.*
83.	" the final examination of Normal Schools	*ib.*

PARA. PAGE.

84. Examination of the Agra Normal School—Science teaching 42
85. Final Examination of Normal School, Lucknow 43
86. Inspector's dissatisfaction with the Agra Normal School ... ... *ib.*
87. No practising schools attached to Normal Schools... ... ... *ib.*
88. The Vernacular School teachers and stipends of pupil teachers 44

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

89. State Primary Vernacular Schools. Attendance and direct expenditure 44
90. Extracts from the Educational Report of Commissioners and Chairmen ... ... *ib.*
91. Girls' schools of Rohilkhand Division... ... ... *ib.*
92. " " III Circle 45
93. " " I " ... ... *ib.*
94. " " II " ... ... *ib.*
95. Secondary Girls' School, Lucknow ... ... *ib.*

Aided Schools for Native Girls.

96. Attendance and expenditure 46
97. Lál Bágh Girls' School, Lucknow ... ... *ib.*

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European Schools.

98. Attendance 46
99. Students attending Hill and Plains Schools 47
100. Direct expenditure from Government funds for the last two years ... ... *ib.*
101. Incidence per scholar 48
102. Inspector of Schools. Decrease in number explained ... ... *ib.*
103. Three Departmental Public Examinations ... ... *ib.*
104. Results of Final Standard Examination 49
105. Unsatisfactory teaching of drawing 50
106. The Middle Scholarship Examination ... ... *ib.*
107. The Primary " " ... ... *ib.*
108. The University Entrance Examination and the European Schools ... ... *ib.*

Education of Muhammadans.

109. Institutions and attendance 51

SECTION VIII.—THE RECOMMENDATION OF THE EDUCATION COMMISSION.

110. Miscellaneous notes on progress 51

GENERAL TABLES NOS. I—VII.

I.—Abstract of number of Institutions and Attendance 54
II.—Abstract of Expenditure ... ... 55—56
III.—Details of Institutions and Attendance ... ... 57—59
IV.—Details of Expenditure ... ... 60—63
V.—Classification of Scholars ... ... 64—65
VI.—Results of Examinations ... ... 66—67
VII.—Distribution of Local and Municipal Expenditure ... ... 68—71

GENERAL TABLES NOS. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance ... ... 72—73
IV.—Details of Expenditure ... ... 74—75
V.—Classification of Scholars ... ... 76—77

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Academic year 1891-92.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

THE statistics of attendance and expenditure are shown as usual for the official year ending with 31st March. But the academic year proper closes with the 30th June, by which date the results of the University and departmental examinations have been published, and the English schools and colleges re-open after the two months' summer vacation.

2. The following statement brings together the principal statistics of attendance and expenditure relating to the several classes of schools or colleges under review, and compares those of the year under report with those of the year preceding :—

Comparative statement for the two years ending March 1892 *and* 1891.

Class of institution.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				INSTITUTIONS FOR MEN AND BOYS.					
Government.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	1892	8	1,297	2,12,051	100	29,689	...	6,009	2,47,849
	1891	8	1,306	2,14,775	160	29,472	...	9,875	2,54,282
Secondary — English ..	1892	51	8,109	1,51,837	20,263	1,04,649	1,539	6,213	2,84,501
	1891	49	7,974	1,49,805	19,094	99,363	1,006	4,111	2,73,379
Secondary — Vernacular	1892	323	27,164	1,37,365	6,819	36,680	180	442	1,81,486
	1891	336	26,151	1,29,292	7,569	33,443	241	425	1,70,970
Primary — English ...	1892	47	2,977	7,086	14,556	10,545	286	366	32,839
	1891	47	3,030	7,567	13,253	10,328	227	1,092	32,467
Primary — Vernacular	1892	3,977	132,756	4,92,554	9,503	20,781	1,307	76	5,24,221
	1891	3,994	129,671	4,67,233	9,476	18,776	1,560	92	4,97,137
Special	1892	50	2,672	79,525	...	11,718	2,964	1,345	95,552
	1891	49	2,557	76,448	...	12,512	3,149	999	93,108
Aided.									
Colleges ...	1892	8	995	44,701	6,429	24,855	2,070	61,614	1,39,669
	1891	7	903	41,212	6,225	22,740	1,437	52,907	1,24,521
Secondary — English ...	1892	80	12,557	1,35,786	22,769	1,98,925	22,697	92,877	4,73,054
	1891	85	13,494	1,45,142	23,127	2,19,500	24,859	1,19,237	5,31,865
Secondary — Vernacular	1892	7	678	2,080	336	946	1,036	907	5,305
	1891	8	760	1,952	336	1,142	336	1,198	4,964
Primary — English ..	1892	29	1,823	15,943	1,560	4,734	9,278	7,480	38,995
	1891	35	1,906	16,194	957	8,497	9,743	6,351	41,742
Primary — Vernacular	1892	106	4,321	4,482	780	1,554	2,057	13,238	22,111
	1891	327	8,062	6,695	924	1,590	798	32,924	42,931
Special	1892	8	946	5,280	270	1,059	1,646	3,900	12,155
	1891	9	984	6,540	360	1,178	1,258	7,722	17,058
Total ...	1892	4,694	196,295	12,88,690	83,385	4,46,135	45,060	1,94,467	20,57,737
	1891	4,954	196,798	12,62,855	81,481	4,58,541	44,614	2,36,933	20,84,424
Unaided.									
Colleges	1892	7	233	...	...	6,387	14,665	13,649	34,701
	1891	7	126	...	...	4,407	8,448	9,532	22,387
Secondary — English ...	1892	8	1,204	...	...	13,227	765	34,396	48,388
	1891	6	851	...	...	30,660	366	15,440	46,466
Secondary — Vernacular	1892	3	214	...	...	161	1,061	282	1,504
	1891	3	239	...	...	162	940	757	1,859
Primary — English ..	1892	9	503	...	...	1,451	1,441	1,022	3,917
	1891	10	559	...	...	1,761	1,181	1,846	4,788
Primary — Vernacular	1892	17	490	...	...	35	109	1,838	1,982
	1891	23	623	...	...	19	...	1,648	1,667
Special	1892	1	78	...	...	229	...	990	1,219
	1891	2	162	...	...	620	...	1,956	2,576
Indigenous	1892	5,656	63,559	...	...	...	...	...	...
	1891	6,213	69,091	.	...	...	.	...	...
Total ...	1892	5,701	66,281	...	...	21,493	18,041	52,177	91,711
	1891	6,264	71,651	...	...	37,629	10,935	31,179	79,743
GRAND TOTAL ...	1892	10,395	262,576	12,88,690	83,385	4,67,628	63,101	2,46,644	21,49,448
	1891	11,218	268,449	12,62,855	81,481	4,96,170	55,549	2,68,112	21,64,167

Comparative statement for the two years ending March 1892 *and* 1891—(continued).

Class of institution.		Number of institutions.	Number of scholars	Expenditure (direct only). Public revenues.	Municipal revenues	Fees.	Subscriptions.	Endowments, &c.	Total.
Government.				INSTITUTIONS FOR WOMEN AND GIRLS.					
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Vernacular ...	1892	1	22	480	741	...	...	...	1,221
	1891	1	17	480	826	...	...	..	1,306
Primary " ...	1892	136	2,930	13,422	3,613	12	...	...	17,047
	1891	151	3,223	13,646	4,116	12	59	...	17,833
Special	1892	2	4	...	...	18	...	...	18
	1891	2	7	48	...	18	...	...	66
Aided.									
Secondary English ...	1892	21	1,873	47,354	954	1,32,589	3,218	47,286	2,31,401
	1891	20	1,840	43,860	2,688	1,39,582	1,200	68,359	2,55,689
Primary " ...	1892	12	649	10,469	438	4,495	1,018	6,100	22,520
	1891	11	552	8,889	1,224	1,929	2,345	10,619	25,006
Primary Vernacular ..	1892	155	5,017	16,926	1,348	279	18,810	23,273	60,636
	1891	156	4,790	16,672	976	342	11,379	23,981	53,350
Special	1892	1	80	480	...	...	...	...	480
	1891	1	102	480	...	...	...	1,049	1,529
Total ...	1892	328	10,575	89,131	7,094	1,37,393	23,046	76,659	3,33,323
	1891	342	10,531	84,075	9,830	1,41,883	14,983	1,04,008	3,54,779
Unaided.									
Colleges	1892	...	...	...	...	...	...	...	...
	1891	1	2	...	...	...	...	...	...
Primary, Vernacular ...	1892	11	361	...	...	2	276	1,653	1,931
	1891	4	101	...	...	5	60	400	465
Indigenous	1892	128	1,633	...	...	...	...	...	...
	1891	152	2,163	...	...	...	...	...	...
Total ...	1892	139	1,994	...	...	2	276	1,653	1,931
	1891	157	2,266	...	...	5	60	400	465
GRAND TOTAL ...	1892	467	12,569	89,131	7,094	1,37,395	23,322	78,312	3,35,254
	1891	499	12,797	84,075	9,830	1,41,888	15,043	1,04,408	3,55,244
GREAT GRAND TOTAL ...	1892	10,862	275,145	13,77,821	90,479	6,05,023	86,423	3,24,956	24,84,702
	1891	11,717	281,246	13,46,930	91,311	6,38,058	70,592	3,72,520	25,19,411

3. The following is a summary review of the state and progress of education in these provinces as displayed by the statistics contained in the general tables. Only the more prominent facts in connection with these statistics are here noticed.

The total number of public and private institutions shown in this return decreased from 11,717 in 1890-91 to 10,862 in the year under report. This decrease was more or less common to both classes of institutions. The number of public institutions for boys fell from 5,005 to 4,739, and that of private institutions from 6,213 to 5,656. The decrease in schools for girls was from 347 to 339 in the former class and from 152 to 128 in the latter. Thus the bulk of the decrease occurred in the number of private institutions whose existence is sometimes of an ephemeral nature. Of the public institutions which have ceased to exist the majority were small vernacular primary schools for boys aided under the payment-by-results system. The percentage of scholars on the total population of a school—going age was 4·02 as compared with 4·11 in 1890-91. The percentage of male and female scholars on the male and female population of a school-going age was, respectively, 7·40 and ·38 against 7·56 and ·41 in the preceding year.

There were in all 282,570 boys and girls under instruction in the educational institutions of all classes and grades at the close of the year under review, as compared with 289,521 at the close of the year before. The number attending public institutions decreased slightly from 218,267 to 217,378, but there was an abrupt fall in those attending the private institutions from 71,254 in the previous year to 65,192 in the year under notice. The following comparative statement giving the average monthly attendance at the several classes of public institutions shows that in fact there

was no falling off in the total enrolment during the greater part of the year under report, and that the decrease at the end of the year was merely accidental :—

		Average monthly attendance.	
		1891-92.	1890-91.
Managed by Government.	Colleges	1,297	1,306
	Secondary schools	7,483	7,294
	Primary "	2,167	2,101
	Schools for special instruction	2,672	2,557
Managed by Local Fund and Municipal Boards.	Colleges	...	...
	Secondary schools	27,862	26,848
	Primary "	136,496	133,823
	Schools for special instruction	4	7
Aided by Government, Local Fund, and Municipal Boards.	Colleges	995	903
	Secondary schools	15,108	16,094
	Primary "	11,810	15,310
	Schools for special instruction	1,026	1,086
Unaided ...	Colleges	233	128
	Secondary schools	1,418	1,090
	Primary "	1,354	1,283
	Schools for special instruction	78	162
Total ...	Colleges	2,525	2,337
	Secondary schools	51,821	51 326
	Primary "	151,827	152,517
	Schools for special instruction	3,780	3,812
	GRAND TOTAL ...	209,953	209,992

The attendance at all classes of institutions except aided schools and Government colleges and unaided special schools gives signs of general improvement. The total number of scholars receiving school education, general, was returned as 210,673,—2,591 in the high stage, 12,098 in the middle, 36,206 in the upper primary, and 159,778 in the lower primary, as compared with 212,162,—2,722 in the high stage, 11,892 in the middle, 38,019 in the upper primary, and 159,529 in the lower primary, in the preceding year. The pupils on the rolls of Arts colleges on 31st March 1892 were 1,800 as against 1,734 on the corresponding date in 1891. The number of scholars attending the colleges or departments of colleges in professional training (792) was also somewhat higher at the end of the year 1891-92 than (723) at the end of 1890-91. There was a slight increase in the number of students at secondary schools (53,857) as compared with the preceding year (53,254) ; but the number of pupils in primary schools, which had risen by 4,119 at the close of the year 1890-91 as compared with 1889-90, declined by 2,092 at the close of the year under report. While the number of pupil teachers at the training schools was almost stationary, the other special schools had 3,755 scholars on the register on 31st March 1892, against 3,285 on the same date in 1891.

The various languages through which instruction is imparted in educational institutions are classed under three main headings,—(1) English, (2) a classical language, (3) a vernacular language. The total number of scholars learning English was 33,467 in 1891-92 as compared with 33,969 in the year before. In colleges there were 2,129 pupils learning English, in secondary schools 23,306, and in primary schools 5,905, as compared with 1,958, 23,406 and 6,404 respectively in the previous year.

The total number of scholars studying a classical language was 58,432 in 1891-92 against 59,530 in 1890-91 : the numbers studying a vernacular in those years were, respectively, 224,657 and 230,305. There was a considerable falling off in the scholars at private institutions who were reading a classical language as well as in those who were reading a vernacular, while in public institutions the only perceptible decrease was in the number of students studying English in primary schools.

In the following abstract are compared the race and religion of the pupils and the proportion of each class to the total number during the years 1891-92 and 1890-91 :—

Race and religion.	1891-92.		1890-91.	
	Number.	Proportion to total number.	Number.	Proportion to total number.
Hindus	209,819	74 25	211,411	73·02
Muhammadans	644,13	22·80	67,882	23 45
Europeans and Eurasians	2,715	·96	2,987	1·03
Native Christians	5,271	1 87	7,108	2·45
Miscellaneous races or religions	352	·12	133	·05
Total ...	282,570	100 00	289,521	100 00

Thus the number of Hindus proportionately increased. Though the number of Muhammadan students on the whole shows a proportionate decrease, yet the number attending colleges and secondary schools rose from 403 and 11,442 to 436 and 11,782 respectively.

The total expenditure (direct and indirect) on public institutions fell from Rs. 33,89,971 in 1890-91 to Rs. 33,53,376 in 1891-92. The direct expenditure, which amounted to Rs. 25,19,411 in the previous year, decreased to Rs. 24,84,702. This decrease was entirely confined to secondary schools, the expenditure under this head in the year under review having been Rs. 12,26,860 as compared with Rs. 12,86,498 in 1890-91. Of the total amount directly spent on public instruction Rs. 6,24,065 were expended on primary schools for boys and Rs. 1,02,134 on primary schools for girls, against Rs. 6,20,732 and Rs. 96,654 in the year preceding. The expenditure on Arts colleges rose from Rs. 2,41,240 to Rs. 2,55,591, and on colleges or departments of colleges for professional training from Rs. 1,59,950 to Rs. 1,66,628. The amount required for the maintaining of training schools was Rs. 50,591 in 1891-92 as compared with Rs. 46,087 in the previous year. The cost of maintaining the other special schools in those years was Rs. 58,833 and Rs. 68,250 respectively. Under the head of indirect expenditure on education we include the cost of direction, inspection, university, building, furniture, and scholarships, with certain miscellaneous items of expenditure (such as charges on departmental examinations, book depôt, &c.). This expenditure amounted to Rs. 8,68,674 in 1891-92 as compared with Rs. 8,70,560 in 1890-91. The main decrease was in the miscellaneous expenditure. Of the total expenditure on education in these provinces during 1891-92, Rs. 5,48,037 were paid from provincial revenues, Rs. 14,44,421 from local funds, Rs. 1,01,309 from municipal funds, and Rs. 7,21,603 from fees, the balance (Rs. 5,38,006) being met from other sources, such as subscriptions, endowments, &c. The corresponding amounts of expenditure in 1890-91 were Rs. 5,22,052, Rs. 13,81,962, Rs. 1,07,601, Rs. 7,70,861, and Rs. 6,07,495 respectively. The decrease in the municipal expenditure may be explained by the fact that the Boards had to meet a heavy outlay on water works and other sanitary measures, and withdrew or reduced their tuitional grants during the year under reference. At the same time they were unable to find the means to contribute their due share even to indirect charges.

The large decline in fee receipts, which has occurred for the first time since 1885-86, was partly due to some decrease in the amount of departmental examination fees, but chiefly to the fact that no returns of annual expenditure have been received from several of those European schools which ceased to receive Government grants during the year under report.

4. The following is an abstract showing for the last two years the direct and indirect expenditure from all sources on Government and aided institutions. Direct expenditure means that which is incurred in maintaining the tuitional staff.

Direct and indirect expenditure from all sources.

	1892.	1891.
Direct expenditure.	Rs.	Rs.
Colleges ...	2,43,779	2,35,270
Schools (general)	18,95,337	19,48,639
" (special)	62,403	64,017
Total ...	22,01,519	22,47,926
Indirect expenditure.		
University ...	30,132	25,180
Direction ...	41,266	39,377
Inspection ...	2,52,399	2,37,787
Scholarships* ...	83,429	83,846
Buildings ...	2,99,423	2,72,729
Apparatus ...	29,550	54,229
Miscellaneous ...	1,04,652	1,37,624
Total ...	8,40,851	8,50,772
GRAND TOTAL ...	30,42,370	30,98,698

* Includes expenditure on unaided institutions.

These statistics exclude expenditure on the Roorkie College, the Agra Medical School, and the patwáris' schools, since these are not in any way connected with the Educational Department and send separate reports to Government.

The item in indirect expenditure which chiefly requires notice is the increase of Rs. 14,612 under the heading of inspection. For the greater part of the year 1891 there was no 4th Circle, and hence there was less expenditure in Inspectors' salaries.

5. The direct and indirect expenditure from *public funds* (Provincial and Local) is shown as below for the last two years :—

Direct and indirect expenditure from public funds (Provincial and Local).

	1892.	1891.
Direct expenditure.	Rs.	Rs.
Colleges ...	1,16,853	1,20,179
Schools (general)	10,35,784	10,07,427
„ (special)	54,044	51,245
Total ...	12,06,681	11,78,851
Indirect expenditure.		
Direction...	41,266	39,377
Inspection	2,52,399	2,37,787
Scholarships*	45,180	42,637
Buildings	2,18,528	1,67,295
Apparatus	13,848	18,299
Miscellaneous	35,866	38,304
Total ...	6,07,087	5,43,699
GRAND TOTAL ...	18,13,768	17,22,550

* Includes expenditure on unaided institutions.

The chief item of difference is in buildings, the expenditure on which rose from Rs. 1,67,295 in 1891 to Rs. 2,18,528 in 1892. The increase in inspection charges has been explained already.

6. The *direct* expenditure *from all sources* on the various classes of institutions, University, Secondary, Primary, and Special, is shown in the following abstract for the last two years :—

Direct expenditure from all sources on the different kinds of education.

Class of institution.		Number of institutions.	Number of scholars in average attendance.	Expenditure— From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For boys.				Rs.	Rs.	Rs	Rs	Rs.
For university education.	1892	15	2,112	1,16,853	6,529	54,544	65,853	2,43,779
	1891	14	2,018	1,20,179	6,325	52,212	56,554	2,35,270
For secondary education.	1892	461	48,508	4,27,068	50,187	3,41,200	1,25,891	9,44,346
	1891	478	48,379	4,26,191	50,126	3,53,448	1,51,413	9,81,178
For primary education.	1892	4,159	141,877	5,20,065	26,399	37,614	34,088	6,18,166
	1891	4,403	142,669	4,97,689	24,610	39,191	52,787	6,14,277
Total	1892	4,635	192,497	10,63,986	83,115	4,33,358	2,25,832	18,06,291
	1891	4,895	193,066	10,44,059	81,061	4,44,851	2,60,754	18,30,725
For girls.								
For secondary education.	1892	22	1,895	47,834	1,695	1,32,589	50,504	2,32,622
	1891	21	1,857	44,340	3,514	1,39,582	69,559	2,56,995
For primary education.	1892	303	8,596	40,817	5,399	4,786	49,201	1,00,203
	1891	318	8,565	39,207	6,316	2,283	48,383	96,189
Total	1892	325	10,491	88,651	7,094	1,37,375	99,705	3,32,825
	1891	339	10,422	83,547	9,830	1,41,865	1,17,942	3,53,184
Total, boys and girls	1892	4,960	202,988	11,52,637	90,209	5,70,733	3,25,537	21,39,116
	1891	5,234	203,488	11,27,606	90,891	5,86,716	3,78,696	21,83,909
Schools for special instruction.	1892	15	1,580	54,044	270	1,245	6,844	62,403
	1891	17	1,628	51,245	360	1,384	11,028	64,017
GRAND TOTAL ...	1892	4,975	204,568	12,06,681	90,479	5,71,978	3,32,381	22,01,519
	1891	5,251	205,116	11,78,851	91,251	5,88,100	3,89,724	22,47,926

7. The *indirect* expenditure *from all sources* as distributed over the several classes of institutions is shown in the following abstract, so far as the distribution can be distinguished :—

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1891-92.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds	Fees.	Endowments, &c	Total.	Public funds.	Endowments, &c	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c	Total.
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	..	..	30,132	..	30,132	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30,132	...	30,132
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,266	...	...	...	41,266
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,52,399	...	...	..	2,52,399
Scholarships ...	11,550	844	...	19,144	31,538	33,26	2,487	354	11,521	47,624	168	160	...	3,581	3,929	180	158	338	45,180	3,491	354	34,404	83,429
Buildings	11,097	...	...	32,819	43,916	83,950	1,403	16,893	25,902	1,28,154	72,322	1,481	713	1,684	76,200	14,631	...	14,631	2,18,528	2,884	17,606	60,405	(a)2,99,423
Apparatus ...	819	...	...	2,669	3,488	6,447	451	3,309	4,473	14,680	6,307	576	3,943	281	11,107	275	...	275	13,848	1,027	7,252	7,423	29,550
Miscellaneous ...	...	...	..	...	...	9,680	200	53,809	7,414	71,109	3,927	54	1,162	348	5,491	153	...	153	35,866	254	60,770	7,762	(b)1,04,652
Total ...	23,466	844	30,132	54,632	1,09,074	1,33,351	4,541	74,365	49,310	2,61,567	82,744	2,271	5,818	5,894	96,727	15,239	158	15,397	6,07,087	7,656	1,16,114	1,09,994	8,40,851

(a) Details of Rs. 36,522 not given.
(b) „ „ 27,899, miscellaneous expenditure under "Direction and Inspection" not given.

8. The proportion which one source of *direct* expenditure has borne to another during the last three years is shown below, in the usual form :—

	1891-92.	1890-91.	1889 90.
	Rs.	Rs.	Rs.
From public funds	55	53	58
„ municipal funds	4	4	4
„ fees	26	26	20
„ endowments, &c.	15	17	18
Total ...	100	100	100

9. The following table shows how the direct expenditure was distributed between Government and aided institutions in the year under report :—

Direct expenditure on Government and Aided institutions for the year 1891-92.

Class of institution.	Expenditure from— Public funds.	Expenditure from— Other sources.	Total.	Percentage of expenditure defrayed from— Public funds.	Percentage of expenditure defrayed from— Other sources.	Percentage of expenditure from public funds on each class of institution.
Government.	Rs.	Rs.	Rs.			
Colleges	72,152	31,958	1,04,110	69	31	6·0
Secondary	2,89,682	1,77,526	4,67,208	62	38	24·0
Primary	5,13,062	61,045	5,74,107	89	11	42·5
Special	48,284	1,484	49,768	97	3	4·0
Aided.						
Colleges	44,701	94,968	1,39,669	32	68	3·7
Secondary	1,85,220	5,24,540	7,09,760	26	74	15·3
Primary	47,820	96,442	1,44,262	33	67	4·0
Special	5,760	6,875	12,635	46	54	·5
Total ...	12,06,681	9,94,838	22,01,519	55	45	100

The chief item of Government expenditure is on the public elementary primary schools under the District Boards. This came to over five lakhs of rupees, and absorbed over 42 per cent. of the total expenditure from public funds. To this should be added at least half the expenditure from public funds on the Government vernacular schools of the secondary grade, since three-fourths or more of the pupils attending such schools are in the primary grade of instruction, learning precisely the same subjects as they would learn if they were attending village schools and under teachers drawing similar salaries. On the other hand, the chief item of private expenditure is on secondary schools (aided), in the great majority of which English is the backbone of the instruction. The Government contribution towards the maintenance of such schools comes to only 15 per cent. of the total expenditure from public funds.

SECTION II.—CONTROLLING AGENCIES.

10. Under this heading it has been usual to include what relates to Principals and Professors at colleges, as well as what pertains to controlling agencies proper, *viz.*, Inspectors of Schools and the Director.

Mr. White, the Director of Public Instruction, went away on furlough in March last, and gave over charge to myself on the 19th of the month named. As regards the inspecting agencies, Mr. Constable, late Inspector, 1st Circle (Agra, Meerut, and Jhánsi) retired finally from the Government service on the 14th September 1891. Mr. Boutflower was in charge of the 1st Circle at the time, and has remained so ever since. I was myself in charge of the 2nd Circle (Oudh) during the whole year until the 19th March 1892. During the whole of the past year Mr. Welby continued to officiate as Inspector, 3rd Circle. Mr. Dodd continued to be in charge of the 4th Circle (Rohilkhand and Kumaun), which he holds in addition to the duties of Inspector of European Schools. On the 13th May 1891 Pandit Buddhi Ballabh Pant, who for a long term of office had been Inspector or Assistant Inspector of the Kumaun Division, died. His post has since been held by Munshi Sohan Lal, late Inspector of the Jhánsi or (as it is called by the department) the Bundelkhand Division. Munshi Piare Lal, late Inspector of the

Rohilkhand Division, was transferred to the Bundelkhand Division in succession to Munshi Sohan Lal. Shaikh Ibad-ulla, formerly a Deputy Inspector of Schools in Oudh, was appointed Assistant Inspector of Rohilkhand in succession to Munshi Piare Lal.

11. Mr. Gough, the Principal of the Muir Central College, returned from furlough on 17th December 1891. Dr. Thibaut, who officiated for Mr. Gough as Principal, took furlough himself for 10 months from the date of Mr. Gough's return. Mr. Malborough Crosse, a graduate of Cambridge, officiated as Professor of English Literature in the Muir Central College during the time when Dr. Thibaut was acting as Principal and after his departure on furlough. Mr. Homersham Cox, a graduate of Cambridge, succeeded Mr. Boutflower as Professor of Mathematics in the same college, from March 1891, and has retained charge of those duties ever since. Mr. Murray, another graduate of Cambridge, has held the post of Professor of Physical Science in the same college since 12th October 1891. During nearly the whole of the year under report Mr. Siddons had charge of the Bareilly College as Principal. The Professorship of Mathematics in the Benares College was conferred upon Babu Mahendra Nath in succession to Babu Umesh Chandar Sanyal, who died in July 1891.

12. Before leaving the subject of the controlling agencies, I cannot but allude to the great help which has been rendered by Mr. Wright (Principal of the Benares College), as Registrar of the three public examinations which are carried out by the department, *viz.*, the Vernacular Middle, the English Middle, and the Final Examination of European Schools. Such work does not properly belong to the Principal of a college, and it entails a great deal of correspondence, besides the labour of distributing the examination questions to the different centres and receiving and tabulating the marks sent in to the Registrar by the different examiners.

SECTION III.—UNIVERSITY EDUCATION.

13. Students who have passed the Matriculation course are entitled to enter upon a course of university study at any of the Arts departments of colleges or collegiate schools affiliated to the University of Allahabad. The following abstract gives the average monthly enrolment for the last three years at the various affiliated colleges or collegiate schools in this province :—

English Arts Colleges and College Departments of Schools.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March—		
		1892.	1891.	1890.
State Colleges ...	Muir Central, Allahabad	282	299	205
	Queen's, Benares	188	174	135
Aided Colleges ...	Agra	236	200	175
	Canning, Lucknow	227	228	164
	Muhammadan Anglo-Oriental, Aligarh ...	96	102	61
	Bareilly	94	84	70
State College Department	Fyzabad High School	38	37	30
Unaided College Departments of Schools and Colleges.	London Mission, Benares	25	23	22
	St. John's, Agra	56	32	29
	Ramsay, Almora	...	5	10
	St George's, Mussoorie	12	9	2
	Diocesan Girls,' Allahabad	...	2	1
	St. Peter's, Agra	5	2	3
	Christian, Lucknow	43	...	...
	Total ...	1,302	1,197	907

Thus two institutions have dropped out of the list, *viz.*, the Ramsay College, Almora, and the Girls' Diocesan High School, Allahabad. But one new one has come in, *viz.*, the Christian College, Lucknow, which closed the annual session of 1892 with 43 students. The average monthly enrolment has risen since 31st March 1891 from 1,197 to 1,302, an increase a little exceeding 100. The bulk of this increase has occurred at the Agra College proper, St. John's College, Agra, and the Christian College, Lucknow, to which allusion has just been made. This college is, I understand, intended chiefly for Christian boarders collected from the several Anglo-Vernacular Schools of Oudh, Rohilkhand, and elsewhere maintained by the Methodist Episcopalian Mission. It occupies a fine building lately erected on an open and airy site.

14. The following abstract shows what the expenditure has been for the last three years on the six principal colleges, and from what sources it has been met :—

English Arts Colleges.

	1892.	1891.	1890.
	Rs.	Rs.	Rs.
From public funds ...	94,014	99,657	1,12,551
„ municipal funds ...	5,820	6,225	6,850
„ fees ...	40,358	39,246	30,008
„ other sources ...	58,885	52,112	52,503
Total ...	1,99,077	1,97,240	2,01,912

Thus the expenditure from public funds has decreased since the previous year by Rs. 5,643, while that from fees has increased by Rs. 1,112 and from miscellaneous sources by Rs. 6,773. In the year 1889 the total income from fees comes to Rs. 21,231. In the year under report it amounts to Rs. 40,358. So in the space of four years the fee income has nearly doubled.

15. The expenditure debited to public funds at the five principal colleges,—two Government Colleges, and three Aided ones,—is shown as below for the last three years :—

English Arts Colleges.

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1892.	1891.	1890.	1892.	1891.	1890.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central ...	28,010	36,364	47,703	99	122	233
	Queen's ...	26,966	26,809	29,125	143	154	216
	Total ...	54,976	63,173	76,828	117	134	226
Aided ...	Canning ...	18,499	15,932	15,227	81	70	93
	Agra ...	7,000	7,000	7,000	30	35	40
	M. A.-O., Aligarh ...	7,200	7,200	7,200	75	71	118
	Total ...	32,699	30,132	29,427	58	57	74
	GRAND TOTAL ...	87,675	93,305	1,06,255	85	93	144

There was thus a considerable fall in the state expenditure on the Muir Central College, which, however, was due to a temporary cause, the absence of the Principal on furlough during the greater part of the year, and of one of the Professors (Dr. Thibaut) for the remainder. At the other Government college (Benares) there has been no change. Among the Aided colleges the only increase in state expenditure that occurred was at the Canning College, where the said expenditure arose from Rs. 15,932 to Rs. 18,499. This was owing to the transfer of expenditure from the school department, which was closed in the year under report, to the college department and the appointment of a fourth Professor. In the year 1889 the cost per scholar to public funds, taking the average of the five colleges named, was Rs. 181. In the year 1892 it was Rs. 85. So in the space of four years it has fallen by more than half.

The University Examinations.

16. The M.A. Examination in this province still commands but a very small number of candidates. Only 13 students aspired to this distinction in 1892, which is less by 1 than the number of aspirants in 1891; but the proportion of passmen to examinees—9 out of 14—was large.

The following abstract shows the subjects in which the M.A. examination was held, and the result in each subject :—

University of Allahabad M.A. Examination.

Institution.	Subjects of examination.									
	English.		Sanskrit.		Mathematics.		Physics.		Chemistry.	
	Number of candidates.	Number passed.	Number of candidates	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College...	5	3	...	...	...	...	...	...	2	2
Queen's " ..	...	...	1	1	...	...	...	...	...	...
Agra " ...	2	2	...	...	1	...	1	1	...	...
Canning " ...	1	...	...	...	...	...	...	...	...	...
Total ...	8	5	1	1	1	...	1	1	2	2

The fewness of candidates from year to year in the M.A. examination is not explained in the reports sent in by Principals. But it probably arises from three causes, *viz.*, (*a*) that public officers, while making a great difference between a B. A. degree and an Intermediate certificate, make no practical difference in filling up appointments between a B.A. and an M.A. degree; (*b*) that most young men feel a natural impatience, after taking their B.A. degree, to get started in life; and (*c*) that College Professors feel it their first duty to give the best of their time to preparing candidates for the B.A. in preference to the M.A. examination. The M.A. course extends over a period of two years. After having spent four years at least, and in many cases more, in getting successfully through the B.A. course and obtaining at last the B.A. certificate, young men are naturally eager to commence the work of life, in some career or other; whereas, by remaining two years longer in college, they run the risk, not only of being outstripped by their former class-fellows in the battle of life, but of failing after all in the M.A. Examination. Again, the bifurcation of studies and the consequent large choice of subjects now open to candidates for the Bachelor's degree imposes a heavier tax than formerly upon the time of College Principals and Professors and leads them to devote the best of their energies to the B.A. students, who make up the bulk of the attendance.

17. It will be seen from the above abstract that two out of the four colleges therein named,—*viz.*, the Canning College and the Queen's College, sent up only 1 candidate each for the last M.A. examination. The following remarks from the reports by the Principals of these colleges will show how severely the energies of the professorial staff are now taxed to meet the requirements of the B.A. examination :—

"The results of the Canning College in the last examination compare less favourably than they usually do with those of the Agra and the Muir Central Colleges, which have large classes similar to ours. We had a diminished staff during several of the most important working months of the year. Our staff has never been strong enough to allow with impunity the absence of one of its members. We cannot draw upon the Educational Department for help during a temporary vacancy, and when one is absent, the others have to do his work in addition to their own. The work was done, but it proceeded slowly; and there was no time for those frequent exercises and examinations which are necessary as a guide to the student as to the line he ought to follow in his studies, and without which he is apt to waste his time in cramming up his subject in a blundering fashion of his own. Neither was there time for a general review of the work as a whole, by which the student's attention is directed to the salient points of a subject as distinguished from needless detail."

Mr. Wright, the Principal of the Queen's College, Benares, has given the following remarks regarding the pressure of work in the institution named :—"I may here again take the opportunity of pointing out the anomalous condition of affairs, whereby our college work cannot possibly be conducted, unless it be largely assisted by the school staff. This arises from the fact that we are trying to carry on the work with the same staff of Professors as was considered necessary many years ago under very different circumstances. To go no further back than the end of the official year 1887, when Dr. Thibaut made over charge of the office of Principal to Mr. C. Dodd, the college roll was —

M.A. or fifth year class	2	students.
B.A. or fourth year class	6	"
third year class	5	"
F.A. or second year class	23	"
first year class	29	"
Total ...	65	"

Our roll at the present date is—

M.A. or fifth year class ...	2	students.
B.A. or fourth " ...	40	"
third year class	15	"
Intermediate or second year class	102	"
first year class	81	"
Total ...	240	"

"Hence whilst our numbers have increased nearly fourfold, and our fee receipts have increased in a still greater degree, yet our college staff of Professors remains precisely the same."

The Muir College, it may be added, laboured under considerable disadvantages during the past year. The Principal, Mr. Gough, was absent till December 1891; and the post of Physical Science Professor, which had become vacant through the death of the late Mr. Hill, was not permanently filled up by a successor from Europe till the middle of October.

18. The examination for the B.A. degree consists of two courses, the A course, represented chiefly by literature and philosophy, and the B course, represented chiefly by mathematics and physical science, the papers in English being common to both. The results of the last examination in both courses can be seen from the following abstract:—

University of Allahabad B.A. Examination, 1892.

College.	Course A.						Course B.					
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir...	50	3	19	5	27	54	9	1	2	1	4	44
Agra...	32	...	18	2	20	63	10	...	6	...	6	60
Queen's	21	...	5	1	6	29	6	...	2	2	4	67
Canning	43	...	11	5	16	37	9	1	2	...	3	33
Bareilly	15	3	4	4	11	73	1	...	1	...	1	100
Aligarh M. A.-O. ...	12	...	8	1	9	75	...	...	...	...	...	...
Benares London Mission ...	5	...	2	...	2	40	1	...	...	...	...	...
Total ...	178	6	67	18	91	51	36	2	13	3	18	50

19. The number of candidates for the B course is still very small as compared with that for the A, being only 36 to 178 or about 20 per cent.—a slight improvement, however, upon the proportion of the previous year, when the corresponding figures were 24 and 131, or a ratio of 18 per cent. The A course has always been the more popular of the two. There is an hereditary and deeply rooted predilection in the East for the study of classical languages and for metaphysical speculation. Moreover, the study of physical science is supposed to be more difficult, although the ratio of passmen in the B course has been usually higher than that in the A; and hence none but the few men who think they have a special aptitude for physical science, select this branch of study; while the majority adhere to what they wrongly believe to be the safer line of language, philosophy, or history.

20. As regards the B course, it may be here remarked that the principal colleges are now liberally equipped with the apparatus and appliances necessary to the successful study of scientific subjects.

Of the Muir College it is enough to say that it is not only well supplied with all that a Science Professor can require, but has an admirable laboratory for the use of the Professor and students.

In the Canning College lately considerable expenditure was incurred for the same purpose; and the college is now as well supplied as its neighbours.

The Benares College is well supplied also, and the Principal in his annual report speaks in very high terms of the zeal and ability displayed by his native Professor, Babu Abhay Charan Sanyal, "who has worked (as the Principal reports) with such success that he passed all his candidates at the B.A. examination in March 1892, and

all except two out of 85 candidates in Physiography at the Intermediate Examination in the same year."

Of the Agra College, the Principal Mr. Thomson, writes thus :—" Though men taking up the B or science course have now quite as good means of study as those who take up the A course, yet the latter continues the more popular. * * I believe no institution in Northern India except the Presidency College, Calcutta, has better means of teaching physics and chemistry than this College. We do not aim at extensive courses; but the limited courses prescribed by the University are taught thoroughly, and all students have enough practical work to make them familiar with the use of instruments and the methods of research." It is in keeping with these remarks that six out of the 10 candidates from the Agra College passed in the last examination, all in the 2nd division.

21. One and only one candidate in the B course appeared from the Bareilly College; but the subject in which he passed was not Science, but the Further Mathematics. The defective state of the laboratory in this college is described in the following remarks quoted from the Principal's last report :—" The next point for the committee to consider, is whether they will establish a proper laboratory, or whether they will in future exclude from the college all students who wish to take up the B or science course. The laboratory in its present state is a scandal. It is not consistent with the dignity of the college that such a farce should be kept up; and I would therefore advise that if funds be not forthcoming for setting up a laboratory on a proper scale, the name of the thing be dropped, and B course students be plainly told that they must go elsewhere. Some Rs. 2,000 or Rs. 3,000 would probably be necessary to cover the cost of the apparatus, &c.,—a large sum no doubt, but not, I hope, an impossible one. If after their next meeting the committee would visit the so-called laboratory, they will find that it has not been referred to in too severe terms."

22. The following table shows the number of failures in each subject :—

University of Allahabad B.A. Examination, 1892.

College.	Candidates.	Passed.	Percentages of passes.	Number of failures in— English.	Mental and moral science.	Second language, history, or mathematics.	Physical science or additional mathematics	Aggregate.
Muir	59	31	53	18	19	9	...	16
Agra...	42	26	62	6	11	2	2	8
Queen's	27	10	37	8	14	4	...	10
Canning	52	19	37	16	26	8	2	25
Bareilly	16	12	75	1	3	1	...	1
Aligarh M. A.-O.... ...	12	9	75	1	2	1	...	2
Benares London Mission ...	6	2	33	2	3	...	...	4
Total ...	214	109	51	52	78	25	4	66

Thus the rock on which the bulk of the candidates in the A course split was philosophy, and very markedly so in the Canning College and the Queen's College Benares.

On this point the Principal of the Canning College writes as follows :—" The want of practice in English composition referred to above must have had a serious effect on the value of the philosophy papers; for I know from frequent oral tests that many who failed had a thoroughly competent knowledge of the subject. I infer therefore that the examiner must have dealt very severely with all vague and indefinite statements in the answers given by the candidates. It is very unfortunate for the credit of the philosophy class as a whole that the poorest intellects make that subject their choice, under the mistaken belief that, though mathematics and science are from their nature unsuitable for cram, cram alone will pass them in philosophy. Intellectual power is as necessary for the one subject as the other, and a good searching examination, such as these young men have had, ought to convince them that it is so. There is no fault to be found with the examination. It was searching; but all the questions were such as a student of average intelligence ought to have been able to answer. A searching examination is not to be deprecated. There are different systems of marking,

however, and the system in this case must have been very severe. I find, on comparing the university tests with my own records, that all the students who were on the border line between pass and failure have gone under. These are always a large number, and in ordinary cases a fair proportion of them is allowed to pass; but at the last examination not one escaped."

On the failure of 13 out of the 19 candidates who appeared in the A course from the Queen's College, Benares, the following note by Mr. Venis, the Professor, was forwarded to me by the Principal with his annual report:—

"These figures seem to me to prove that at the recent B.A. examination the *pass* standard in philosophy was greatly raised; and that the raising of the standard consisted chiefly in awarding marks as strictly for the composition, as for the matter, of the answers given by the candidates. Thus, every 12 out of 13 failures were failures in philosophy; and practically every failure in English literature proper was a failure in philosophy also.

"If correct, the above conclusions mark a most desirable alteration in the *pass* standard of the A course. It is clear that in our synopsis of lectures a far more prominent plan than at present must be found for the systematic teaching and practice of English composition; that is to say, if the Professors of English and Philosophy are in the future to pass their pupils with any measure of success. The necessity for such teaching in each of the four college classes was placed before the Principal in common room, and was discussed. Our difficulty then was a numerically insufficient staff. The difficulty still remains. One man cannot efficiently do the work of two.

"There is a notion widespread among Indian students and their friends that one of the easiest subjects 'to get up' for an examination is philosophy; and so the philosophy class room becomes a refuge for mental destitution. Unfortunately the Professor of this subject is not permitted under existing departmental rules to emphasize the contrary view by erasing from his register the names of any who show themselves unable or unwilling to profit by his teaching. But now from an unexpected quarter the wholesome and much needed correction has been administered."

23. The number of candidates for the Intermediate (or First Arts) Examination rose from 459 to 510, but the percentage of passmen fell from 43 to 31. The following table gives the result of the year, prepared in the usual form:—

University of Allahabad Intermediate Examination, 1892.

Class of institution.	Name of institution.	Candidates	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.
Colleges.	Muir	87	3	7	12	22	25
	Canning	80	...	6	18	24	30
	Queen's	85	2	4	14	20	24
	Agra	75	...	15	20	35	47
	Aligarh M. A. O. ...	34	...	3	13	16	47
	Bareilly	48	1	6	8	15	31
	Total ...	409	6	41	85	132	32
College Departments of Schools.	Fyzabad Zila	24	...	3	6	9	38
	St. John's	24	...	...	4	4	17
	London Mission ...	15	...	...	4	4	27
	St. George's	2	...	...	1	1	50
	Christian, Lucknow ...	35	...	1	4	5	14
	Philander Smith Institute ...	1	...	...	1	1	100
	Total ...	101	...	4	20	24	24
	GRAND TOTAL ...	510	6	45	105	156	31

The result as a whole cannot be called a good one. The lead is taken by the Agra College, which comes out with a percentage of 47 passmen, almost half of whom were in the 2nd division, and by the Aligarh College, which secured the same percentage of passmen, but with a much smaller total and with a proportionately smaller number in the 2nd division.

24. The number of candidates who failed in the several subjects is shown below in the usual form :—

University of Allahabad Intermediate Examination, 1892.

Aggregate number of candidates.	Number of failures in—						Percentage of failures in—					
	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.
510	272	93	278	59	93	332	53	18	55	12	18	65

The Principal of Queen's College writes as follows :—"The near equality of numbers of failures in English, mathematics, and the aggregate shows that more than half the class was unfit to go up for the examination. I was well aware of this before the examination, knowing the bad material of the class and the bad figure that they cut in our numerous test examinations; but the rule lately enforced in the department gives the Principal no choice, and the whole class had to be allowed to go up '*en bloc*' to certain disaster. By a rigid principle of selection almost any given percentage of success could be obtained, a process or result by no means desirable: but I am strongly in favour of a return towards the old plan of giving the Principal the power of refusing to forward to the Registrar the applications of those who are idle in their work or continuously and hopelessly fail in the test examinations."

The Principal of the Canning College writes as follows :—"Last year the percentage of passes for the whole University was 43·4. This year it is 30·7. This is a great fluctuation. But there is a corresponding difference in the failures in the aggregate, which I have taken as a test of the average ability of the candidates. Last year 49 per cent. failed in the aggregate: this year 65 per cent. Such a low standard of average ability in the second year class would seem to imply that they had been dealt with too leniently in the Entrance Examination. It may also be stated that one or more of the question papers at the last Intermediate Examination were unduly severe. It appears to be the general opinion that one of the papers in English and one in mathematics were far above the capacity of Intermediate students. Had it not been for the exceptional severity of the papers in these subjects, we should probably have passed 15 more: for six failed in English only, seven in mathematics only, and two in the aggregate only."

The report from the Principal of the Bareilly College contains a similar comment on "the extreme difficulty of the questions in mathematics."

College Boarding Houses.

25. *Muir Central College.*—The following extract is taken from the Principal's report :—"During the year under review there were 46 students in residence at the two boarding-houses attached to the college. The accommodation is both insufficient and ill-adapted to the requirements of the college. Proper hostelries in which students who are without friends or guardians in Allahabad, and in which they would be visited from time to time and attended to by the Principal and Professors, are much to be desired. To meet the wants of Muhammadan students resorting to the college from a distance several influential Muhammadan gentlemen have formed a committee with the purpose of erecting a suitable hostelry. A site has been allotted in the grounds of the Muir Central College for such an edifice, and the foundation stone of it was laid by His Honor the Lieutenant-Governor and Chief Commissioner on 11th March 1892. Applications for admission to the existing boarding-houses, on the part of Hindus and Muhammadans, are in the meantime numerous, and would be more so but for the well known lack of room; and many of them have to be regretfully declined."

Agra College.—The Principal writes :—"I am happy to say there has not been a single case of serious misconduct or sickness in the boarding-houses during the past year, a result that must be satisfactory to the many parents who send their sons here as boarders. Besides the college boarding-houses, which have accommodation for 130 students, there are four boarding-houses established by different castes for their own convenience, *viz.*, the Bhargavas, the Rájputs, the Vaishyas, and the Játs. Their houses hold about 150 students and are well fitted: but the demand upon the college boarding-houses does not seem to lessen. For two months before the college re-opens I have every day five or six applications for admittance, and there are about 50 names down for the next vacancy."

Canning College.—The Principal reports as follows :—"The number of residents in the boarding-house was 27. These quarters, being in the immediate vicinity of the college, are greatly in request among the students, and to those of them who come from the districts and who have no friends in Lucknow, they are an absolute necessity. The rooms are all occupied at present; and there are more than 25 applicants for the first vacancy. The committee has resolved to add another storey to the building, but the plans and estimates have not yet been furnished."

Queen's College, Benares.—In the Benares College the boarding-house of school and college is one and the same establishment, and Mr. Bacon, the Head Master of the school, is the Superintendent. At the close of the year under report the total number of inmates was 80, of whom 24 belonged to the college department and 56 to the school. Among the 80 inmates 20 were Brahmans, 29 Chhattris, 6 Bhuinhars, 20 Kayasths, one Bania, and only four Muhammadans. Since the close of the year the number of college boarders has increased.

Bareilly College.—"In January the college boarders," as the Principal reports, "moved into their new quarters in the late Normal School buildings, which have recently been purchased by the managing committee. It would be difficult to find buildings better suited to the requirements of a boarding-house. It need hardly be pointed out that the students derive great advantage from occupying a house which is reserved exclusively for college boarders: they enjoy greater quiet and greater facilities for study."

Fyzabad High School.—Here a boarding-house is very urgently needed. Matriculated students from several districts on both sides of the Gogra come to Fyzabad to enter the Intermediate classes, which are now well known and have acquired a well established reputation. It was the example set by Fyzabad which led to the re-opening of the abolished college department at Bareilly.

Special College Departments.

26. *Benares Sanskrit College.*—The number on the rolls was 414, as against 450 and 430 at the close of the two preceding years. The slight fluctuation may be ascribed to the uncertain term of residence of the Maithila section (from Behar), comprising usually about one-third of the total number of Sanskrit scholars. The college staff remained unchanged. The annual examination was held in February. The total number of examinees increased from 305 in the previous year to 332 in the present year. The number of foreign candidates also increased, *viz.*, 141 against 97 in the preceding year. The results of the examination were as shown below :—

Prathama examination	52	passed out of	125
Madhyama—			
Entire course.	18	„ „	44
Graduated „	53	„ „	88
Acharya	48	„ „	75

One candidate gained the requisite number of marks for the Acharya degree in Vyakaran (grammar), and two candidates qualified for the lower degree of Upadhyaya, one in Vyakaran, and the other in Sahitya (poetry, rhetoric, &c.). The proceeds of the Griffith Memorial Fund, amounting to Rs. 180, were distributed in the form of monthly scholarships among six students who had passed a creditable examination in one or more of the Darsanas (systems of philosophy).

"During the past year," as Mr. Venis reports, "36 pupils received instruction in the Anglo-Sanskrit classes of the college. The terminal examination of these classes was by no means satisfactory. Proposals for the improvement of this important modern side of the Sanskrit College will be submitted in due course."

27. *Oriental Department, Canning College.*—The enrolment on 31st March 1892 is shown in the following statement :—

Oriental Department of the Canning College.

Number of students on 31st March 1892, reading—				Number of students on 31st March 1891, reading—			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
26	21	10	11	36	23	16	7

"The Oriental department," as the Principal reports, "sent up 21 candidates to the examinations of the Punjab University, to those of the Sanskrit College at Benares, and to the Arabic examination of the Muir Central College. Of these 21 candidates

12 passed, 6 of them in the higher examinations of their respective subjects. There were 6 teachers in this department, 2 for each language, Sanskrit, Persian, and Arabic. The committee considered that this staff was unnecessarily large, and reduced the number to 3, *viz.*, 1 for Sanskrit, and 2 for Arabic, the latter being called upon to take over Persian classes in addition to their own."

28. *Mulla examination.*—The annual Arabic examination is held at the Muir Central College. The results for the last two years are shown below :—

Mulla examinations.

	1891.		1890.	
	Candidates.	Passed.	Candidates.	Passed
Canning College, Oriental Department ..	2	2	2	1
Chasmai Rahmat School, Ghâzipur	3	1	2	2
Madrassa Maulvi Abdulla	...	...	3	1
Zila School, Mirzapur, Oriental Department .	...	...	4	2
Total .	5	3	11	6

The above figures show a decrease in the number of candidates from 11 to 5. The complete course of study for the Mulla examination covers four years; and the decrease must be owing to the fact that a smaller number of students had completed their four years by the time the last examination was held.

29. *The Law Departments.*—The annual statistics for each college are given below :—

Law Departments of Colleges.

Institution.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed—			
			Bachelor of Law.	High Court Vakil.	Upper Subordinate.	Total.
Canning	194	38	1	9	4	14
Muir	128	32	7	...	3	10
Agra	81	21	4	2	4	10
Queen's	61	2	1	...	...	1
M. A.-O., Aligarh ...	66	9	...	1	2	3
Bareilly	38	2	1	...	...	1
St. John's	44	...	...	...	...	...
Total ..	612	104	14	12	13	39

Since the previous year there has been an increase of 82 in the total enrolment, of 37 in the number of candidates for examinations, of 1 in the number of passmen for the degree of Bachelor of Law, of 10 in the number of passmen for High Court Pleadership, of 7 in the number of passmen for the Upper Subordinate, and of 18 altogether in the total aggregate of passmen. At the Muir Central, Agra, Canning, and other colleges named in the above table the law lectures appear to have gone on much the same as usual. At the Queen's College, Benares, some changes were made, which are thus reported on by Mr. Wright, the Principal :—" On the death of our Law Professor, the Hon'ble Bireshwar Mitra, soon after the summer vacation of 1891, it was determined entirely to re-organize the law department. A new set of rules was accordingly drawn up, under which the courses of lectures commence in October or November after the *Dasehra* and *Diwali* holidays, so that the annual terms may fit in suitably with the law examinations. Hence the lectures were temporarily discontinued, and the post of Law Professor remained in abeyance until October, when Babu Jogendra Nath Ghosh, B.A., LL.B., one of the most successful pleaders in our District Courts, was appointed on condition of receiving the fees of law students in lieu of salary. The average fee receipts now amount to about Rs. 300 a month. Two only of our law students went up for the LL.B. examination of the Allahabad University in 1891, and 1 passed in Division II. The very great majority of our law students have no intention or desire of appearing at the University examination or at the High Court examinations, and it is not clear to me with what precise object they pay the fees and attend the law lectures for two years."

SECTION IV.—SCHOOL EDUCATION, GENERAL.

30. School education, general, extends from the Entrance Examination of the University down to the English and Vernacular alphabets. Within these limits we have three distinct grades of instruction, (1) that of the High School, which is defined

by the university test; (2) that of the middle school, which is defined by the English Middle or Vernacular Middle examination carried out by a departmental board of examiners; (3) that of primary schools, which is defined by the Upper Primary examination, English or Vernacular, held by the Circle Inspector or by the Assistant Inspector, or in the more remote schools by the Deputy Inspector. The same gradations apply to girls' schools also. Schools which cannot get so far as the Upper Primary standard are tested by an easier course called the Lower Primary; and this might be said to represent a fourth grade of instruction in addition to the three already described. We will now take each class of school in order, commencing with those of the highest class, *viz.*, those in preparation for the University Entrance Examination.

31. The following table shows the combined or general results of the University Entrance Examination for the last two years, in the three groups of schools, the State or zila schools, the aided schools, and the unaided ones:—

University of Allahabad Entrance Examination.

Class of school.	1892.						1891.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	673	74	149	121	344	51	477	38	104	105	247	52
Aided ...	693	41	111	117	269	39	639	20	95	125	240	38
Unaided ...	58	3	5	16	24	41	63	...	13	9	22	35
Total ...	1,424	118	265	254	637	45	1,179	58	212	239	509	43

Comparing one year with another, we see that the standard of difficulty as tested by the percentage of passes has been very much the same in both years, 45 being the percentage of 1892 as against 43 in 1891. The percentage is rather below what might be desired as the normal result of a public examination. But it is something to find that there have been no violent fluctuations of difficulty between one year and another. Over-strictness, if such has been the case, is a better fault than over-leniency. In the first Entrance Examination held by the Allahabad University (A.D. 1889) the standard of marking erred on the side of leniency; the number of candidates who passed was then 63 per cent. In the year 1890 the number of passmen was 51 per cent. In the year 1891 the number of passmen was 43. In the year under report it has risen to 45 per cent. Let us hope then that we have now turned the corner, and that without any relaxation or lowering of the standard in future years, the number of passmen may gradually rise to something between 50 and 60.

32. Comparing one group of schools with another, we see that the lead is again taken by the State or zila schools, but the aided and unaided schools have changed places; for the unaided schools now bring out a better average result than the aided ones.

33. The Entrance Examination is sub-divided into four subjects, for each of which two papers are assigned. The marks gained for both papers are added up, and the student is allowed to pass in that subject or group, so long as the prescribed number of marks is gained in the aggregate. The following table shows how many candidates per cent. gained the required aggregate of marks in each subject in the last two years:—

University of Allahabad Entrance Examination. Percentage of success.

Class of school.	1892.				1891.			
	English	Mathematics.	Second language	History and Geography.	English.	Mathematics.	Second language	History and Geography.
State	67	79	91	78	74	74	84	80
Aided	56	63	81	68	64	56	71	70
Unaided	45	86	79	72	59	62	79	65

It would seem from comparing the results of the last two years that the standard of English has been higher; for in all three groups of schools (State, Aided, and Unaided) there is a fall of about 10 per cent. in the percentage of success. If the standard in English is being gradually raised, this is a step in the right direction; for matriculated students, on first entering a college class, are scarcely able, on account of their deficiency in English, to follow the lectures given by the College Professors. Any action on the part of the University examiners which will tend to make the English

test more thorough and more searching will be to the advantage of students and Professors alike. In mathematics the percentage of success has risen almost to the same degree that it has fallen in English. In the second language, and in the subject of history and geography, the variations are scarcely appreciable.

34. In the following table the results of the examination are compared circle-wise in the same form as has been shown in previous reports :—

University of Allahabad Entrance Examination.

Circle	Class of school.	1892.						1891.					
		Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.
First.	State ...	151	21	39	33	93	62	115	14	24	28	66	57
	Aided ...	281	19	49	51	119	42	226	8	44	61	113	50
	Unaided ...	3	2	...	...	2	67	...	...	...	...	...	...
	Total ...	435	42	88	84	214	49	341	22	68	89	179	52
Second.	State ...	121	18	34	23	75	62	113	3	23	22	48	42
	Aided ...	134	5	23	16	44	33	113	4	10	22	36	32
	Unaided ...	13	1	1	2	4	31	44	...	8	6	14	32
	Total ...	268	24	58	41	123	46	270	7	41	50	98	36
Third.	State ...	262	17	55	40	112	43	170	14	36	37	87	51
	Aided ...	239	13	36	44	93	39	236	6	36	35	77	33
	Unaided ...	42	...	4	14	18	43	19	...	5	3	8	42
	Total ...	543	30	95	98	223	41	425	20	77	75	172	40
Fourth.	State ...	139	18	21	25	64	46	79	7	21	18	46	58
	Aided ...	39	4	3	6	13	33	64	2	5	7	14	22
	Total ...	178	22	24	31	77	43	143	9	26	25	60	42
	GRAND TOTAL ...	1,424	118	265	254	637	45	1,179	58	212	239	509	43

In the above figures the 1st and 2nd Circles, in each of which the percentage of success is 62, take the lead among the state or zila schools. But if the percentage of success is intended to be a test for measuring the work of one Inspector against that of another, the comparison must be qualified by a great many other considerations. The success of a school depends upon the kind of teachers sent to it by the Director. Whether good teachers can be secured or not depends upon the scale of salaries provided for any given school: for different schools are not maintained at the same cost. The examiner of one batch of papers may be more strict or more lenient than the examiner of another batch; and such diversity occurs more or less in every Entrance Examination. A violent outbreak of cholera may seriously interfere with the work of a school in any given year. A school may lose its best pupils by the transfer of their parents to another station. The Head Master may have been in inferior health during a portion of the year, as has been the case in Bahraich. Several other modifying circumstances might be mentioned. The test by results is therefore not a safe guide, unless due account is taken of the conditions on which results depend.

35. The schools which deserve special mention as having gained the highest percentage of success in the last examination are shown in the following list, which has been prepared on the same plan as that given in the previous annual report :—

University of Allahabad Entrance Examination, 1892.

Circle	School.	Number of candidates.	Passed in Division— I.	II.	III.	Total number of passes	Percentage of passes.
First.	Sahâranpur Zila High School	14	2	5	4	11	79
	Meerut " "	17	3	6	6	15	88
	Bulandshahr " "	14	4	4	3	11	79
	Etâwah " "	7	1	2	2	5	71
	Jhânsi City High School	15	1	6	3	10	67
	Mussoorie, Philander Smith Institute ...	2	2	...	...	2	100
Second.	Unao Zila High School	16	4	5	5	14	88
	Sitapur "	10	5	2	1	8	80
	Fyzabad "	27	2	13	5	20	74
	Rae Bareli "	13	2	5	2	9	69
Third.	Cawnpore, Christ Church School	13	1	5	4	10	77
	Benares, Bengali Tola High "	14	3	4	3	10	71
	Gorakhpur, Jubilee " "	13	1	4	5	10	77
	Allahabad, Anglo-Bengali Preparatory School ...	9	4	4	1	9	100
Fourth.	Budaun Zila High School	13	4	4	1	9	69
	Shâhjahânpur "	9	1	4	1	6	67
	Naini Tal, Wellesley Girls' High School ...	3	3	...	...	3	100
	Total ...	209	43	73	46	162	78

On referring to the similar list given in last year's annual report, I find that the following schools have appeared in both lists:—Bulandshahr, Saháranpur, Etáwah, Sitapur, the Allahabad Anglo-Bengali Preparatory School, and the Benares Bengali Tola. Excepting Fyzabad, none of the large schools appear in either list, which leads me to remark that comparison by percentage is not a safe test for weighing one Head Master's work against another's. A man whose Entrance class contains about 30 pupils cannot be expected to give as much individual attention to the several students as one whose class is about half that number or less. Moreover, in some of the largest schools the Entrance class is so numerous that it has to be split up into two sections, one of which is made over to a separate teacher, whose work cannot be more than cursorily supervised by the Head Master. This has been pre-eminently the case in the Agra Collegiate School, the Allahabad High School, the Benares Collegiate School, and the Jubilee High School in Lucknow. Not one of these schools finds a place in the approved list. Between them, however, they sent up 338 candidates, amongst whom the percentage of passmen was about equal to the average percentage from all the schools of the province. There are two other schools deserving of honourable mention, the St. John's Collegiate School, Agra, which passed 16 candidates out of a large class of 25 (or 64 per cent.), and the Victoria High School, Agra, which passed 16 candidates out of a class of 27.

36. In contrast with the schools which have gained the highest percentage of success or a large percentage in proportion to the size of the class, the following list has been prepared, as showing those schools which have either gained the lowest percentages or have completely failed:—

University of Allahabad Entrance Examination, 1892.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Dehra Dún Training School	5	...	...	
Meerut Church Mission High School	12	...	...	
" Anglo-Vernacular School, Sadar Bazár	14	3	21	
Mainpuri, Mission School	9	2	22	
Bahraich Zila School	3	...	...	
Balrámpur, Lyall School	13	2	15	
Lucknow, Husainabad School	4	...	...	
Allahabad, Jumna Mission School...	26	5	19	
Azamgarh, Church " "	22	5	23	
Mirzapur, London " "	16	3	19	
Gházipur, Victoria High School	20	4	20	
Almora, Zila, School	17	2	12	
" Ramsay College	23	4	17	
Total ...	184	30	16	

On referring to the similar list given in the previous report, I find that the names of five schools appear in both lists, *viz.*, Mainpuri Mission School, Bahraich Zila School, Gházipur Victoria High School, Almora Zila School (which in 1890-91 was an aided school, since then taken over by the department), and the Almora Ramsay College. Amongst these it may be explained of the Bahrach Zila School, that by the close of the year under report the tuitional staff was recast by the appointment of a new head master, a new second, and a new third master; and of the Almora Zila School it may be explained that the chief cause of its inferior success is that up to date it has had to meet in a dark, crowded, and in every respect unsuitable house, pending the erection of the Government building which is now about to be commenced.

37. A further comparison of the above list with the results of the year 1891 discloses the fact that the Lyall Collegiate School in Balrámpur was among the best of that year, that the Dehra Training School passed 50 per cent. in the same year, the Meerut Mission School 56, and the Meerut Cantonment School 43, all of which results are in striking contrast with the total or almost total failures of the same schools in the year under report. I have already shown that the results of a single year are not always a safe guide as to the merits of the teaching given by the head master or of the supervision given by the Inspector; and the following extracts from the report by Mr. Boutflower, Inspector, I Circle, help to throw further light on the subject:—"There is an element of chance," he writes, "in these examinations which often upsets the most carefully made calculations of head masters and renders them in single instances imperfect criteria of the relative merits of competing schools. Clever boys happen to get transferred to other schools in the middle of the term, or fall sick just before the examination, or succumb to the inexhaustible wiles of the examiners in a way that completely baffles the head master who wishes his school to come well of the ordeal. In the Entrance Examination of this year the Meerut Zila School comes out first; at the two preceding examinations

it occupied the lowest place on the list in this circle. At Bánda, on the other hand, the percentage of successful candidates has fallen from 82 to 33."

38. In the city of Lucknow considerable changes have lately occurred in the matter of English schools. The Canning College from the beginning of its history had a school department, which taught English from the alphabet and for many years in succession did the work and held the place of a Government zila school. As fresh schools began to spring up in Lucknow, the managing committee of the Canning College began to reduce its school, so that more and more attention might be paid to the college proper. At the close of the academical year 1891 the decisive step was at last taken of abolishing the only two school classes that were left, *viz.*, the Entrance and the Preparatory Entrance. The Jubilee High School, Lucknow, was intended to fill the vacuum thus made. At the close of the academical year 1891, Mr. DeMello, who had been Head Master of the Jubilee School for three years in succession, in fact ever since the school was opened, resigned the appointment with a view to retiring altogether from active work. Mr. Mutti, late Head Master of the Sitapur Zila School and more recently of the Benares Collegiate School, was appointed Head Master from 1st July 1891. The Jubilee School is doing well under his auspices. It has now an attendance of about 400 students; and in the last Entrance Examination it made a very fair show.

The English Middle Examination.

39. This examination, as was explained in paragraphs 31 and 32 in the last annual report, has now been made strictly preparatory to that for Matriculation. This change first took effect in 1891, and consisted in the substitution of English for the Vernacular as the chief medium both of instruction and of examination. The examination is held, not by the University, but by the Department through a board of examiners selected for that purpose. The passing of this test is by Government order the lowest qualification for admission to a Government appointment except on a salary below Rs. 10 a month, for which no educational test has been prescribed. The results of the examination for the year under report are shown in the following abstract:—

The English Middle Examination.

Circle.	Class of school.	1892.					
		Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I.	II.	III.		
First ...	State	249	17	59	67	143	57
	Aided	436	25	77	69	171	39
	Unaided	169	1	8	22	31	18
	Total ...	854	43	144	158	345	40
Second ...	State	258	15	54	63	132	51
	Aided	162	10	8	15	33	20
	Unaided	160	2	10	14	26	16
	Total ...	580	27	72	92	191	33
Third	State	313	12	48	63	123	39
	Aided	469	14	59	83	156	33
	Unaided	243	4	23	22	49	20
	Total ...	1,025	30	130	168	328	32
Fourth ...	State	234	9	29	62	100	43
	Aided	142	...	11	35	46	32
	Unaided	46	...	...	8	3	7
	Total ...	422	9	40	100	149	35
Total	State	1,054	53	190	255	498	47
	Aided	1,209	49	155	202	406	34
	Unaided	618	7	41	61	109	18
	Total ...	2,881	109	386	518	1,013	35

As compared with those of the year 1891, these results indicate improvement. The number of candidates has risen from 2,431 to 2,881, andthe percentage of successful candidates from 27 to 35. Among the State schools alone, the percentage of success in the four circles combined comes to 47·2, and among aided schools to 33·6, either result singly being better than the total of the previous year. The change of curriculum referred to above was naturally felt most in 1891, when it was first introduced. In the three years preceding 1891 the percentage of success never exceeded 42. We are now gradually getting back to this figure.

40. The Middle English examination, like that for Matriculation, to which it paves the way, is sub-divided into four distinct groups of subjects, to each of which a couple of papers is assigned. The following table shows the percentages of success in each of these four subjects :—

The English Middle Examination : percentages of success.

Class of school.	1892.				1891.			
	English.	Mathematics.	Second language.	History, geography, and science.	English	Mathematics.	Second language	History, geography, and science.
State	70	53	79	56	60	46	64	51
Aided	60	43	64	39	48	33	54	40
Unaided	34	23	50	23	30	22	37	25

The chief improvement as compared with the year 1891 lies in the percentage of success in English, for which students are now becoming better prepared. It is hoped that this improvement will continue, and that two years hence an appreciable difference will be seen in the qualifications of the candidates presented for matriculation.

41. That the standard, though far above what was required under the old system, is not above what the schools can really manage, is proved by the high degree of success obtained by the individual schools mentioned in the following list. If such success can be obtained by one school, it need not be despaired of by another.

The English Middle Examination of 1892.

Circle.	School.	Number of candidates.	Passed in Division— I.	II.	III.	Total number of passes.	Percentage of passes.
First.	Saháranpur Zila High School ...	16	1	5	5	11	69
	Meerut " " "	18	...	6	6	12	67
	Bulandshahr " " "	17	4	3	4	11	65
	Etáwah " " "	23	...	6	10	16	70
	Mainpuri " Middle "	17	...	6	6	12	71
	Bánda " High "	17	3	7	4	14	82
	Dehra Training " "	6	...	2	2	4	67
	Kandhla Municipal Middle School ...	4	...	2	1	3	75
	Khurja Jubilee School ...	3	...	2	...	2	67
	Kasganj Anglo-Vernacular School ...	3	...	2	1	3	100
Second	Sitapur Zila High School	18	1	2	9	12	67
	Bahraich " " "	10	2	3	3	8	80
	Lucknow Church Mission High School ...	3	3	...	...	3	100
Third.	Allahabad Zila High School	55	6	17	12	35	64
	Kara, Rifahi-Am Middle School ...	7	...	4	2	6	86
	Cawnpore, Christ Church High School ...	11	...	4	4	8	73
	Chunar Mission School	3	...	...	2	2	67
	Gorakhpur Jubilee High School ...	17	2	3	6	11	65
	Deoria Anglo-Vernacular School ...	3	...	2	...	2	67
	Allahabad Kayasth Pathsala	36	3	13	8	24	67
Fourth.	Moradabad, Zila High School ...	38	2	9	14	25	66
	" Mission " "	26	...	4	14	18	69
	Budaun City Mission "	7	...	3	2	5	71
	Sháhjahánpur City "	3	...	1	2	3	100
	Total ...	361	27	106	117	250	69

On comparing this list with the similar one given in the previous report, I find that three schools (Saháranpur, Meerut, and Etáwah), appear in it for both years in succession : all of these are in the 1st Circle. In the 2nd Circle (Oudh) it is a satisfaction to

find the Bahraich Zila School, which failed so signally for matriculation, passing 8 candidates out of 10, and 2 of these in the 2nd division. In the 3rd Circle (Allahabad and Benares) the schools which have come out best in proportion to the size of their classes,—an important factor in comparing the success of one school with that of another,—are the Allahabad Zila School and the Kayasth Pathsala; and next to these the Jubilee High School at Gorakhpur. In the 4th Circle (Rohilkhand) the chief credit, judging again by the size of the classes, belongs to the two schools at Moradabad, *viz.*, the Government Zila and the Aided Mission School.

42. This examination is attended not only by candidates from this province, but by students from schools in foreign states, such as Ajmere, Jeypur, and parts of Rájputána and Central India. It is not of much concern to this province to know what foreign schools or foreign candidates have done; but as the examination is carried out by the Educational Department of this province, it may be as well to quote some of the remarks given by Mr. Wright, who in the year under report acted as Registrar of the examination :—

"Foreign schools (that is, schools outside the limits of the North-Western Provinces and Oudh), 25 in number, sent up 225 candidates, of whom 135 passed, being an average of no less than 60 per cent. These candidates were all examined at Agra, Ajmere, Allahabad, Moradabad, Cawnpore, and Aligarh centres, under the same superintendence as the candidates of this province, whom they have so far surpassed. Six of these foreign schools pass all their candidates, and six others obtain a very high figure of merit. From foreign states 25 private candidates appeared, of whom five were successful."

The reason of the high success obtained by the foreign schools lies probably in the fact that the candidates were sent up after selection, whereas in this province it has been made a rule that *all* the students of the 3rd class, bad and good alike, should be made to appear.

State English Schools.

43. In the year under report there were 38 Anglo-Vernacular Schools maintained by public funds. Every such school is divided into sections, which differ according to the grade of instruction imparted. The subjoined table gives the number of schools and the enrolment section-wise for the last two years :—

State English Schools : average attendance.

Year.	High Schools.						Middle Schools.				
	Number of schools.	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
1892 ...	34	1,040	1,742	1,774	1,139	5,695	4	75	74	118	267
1891 ...	30	1,042	1,605	1,643	1,101	5,391	7	152	177	261	5[illegible]0

Note.—The above statistics are compiled from the Annual Inspection Reports.

As regards the number of schools shown in the above table two facts are noticeable; (1) 3 out of 7 schools which formerly taught only so far as the middle standard, have now formed matriculation classes; the only middle schools now left are those at Lalitpur, Hamírpur, Mainpuri, and Etah; (2) a new zila school has been opened, *viz.*, that at Almora, which has been formed out of the late Hindu High School at the same place. This new school is likely to do well, as soon as it can get into its own building. Up till now it has had to make the best it could of a hired and by no means suitable house.

As regards enrolment the changes of number are very slight.

44. The expenditure on the state Anglo-vernacular or English schools, and the incidence of cost per scholar, are shown, as usual, in the following form :—

Expenditure on the State English Schools.

Year.	Average monthly number on the rolls during the year	Expenditure from—			Total.	Incidence per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1892	7,201	1,57,291	1,00,262	5,394	2,62,947	36·5
1891	7,192	1,56,398	96,118	4,490	2,57,006	35·7

The income from fee receipts has increased by Rs. 4,144, the total amount having now for the first time in the history of education in this province exceeded one lakh of rupees. The total contribution from fees now comes to nearly two-sevenths of the whole expenditure. The contribution from public funds is very nearly the same as in the previous year. The incidence of cost per scholar has very slightly risen.

45. The statistics for the four circles are compared in the usual form as below :—

State English Schools (Zila Schools).

Circle.	1891-92			1890-91.		
	Number of schools.	Average number of scholars on the rolls.	Fee income.	Number of schools.	Average number of scholars on the rolls.	Fee income.
			Rs.			Rs.
First	13	1,848	26,695	13	1,940	27,051
Second	11	1,764	21,460	11	1,871	21,395
Third	7	2,079	31,311	7	2,140	30,008
Fourth	7	1,510	20,796	6	1,241	17,664
Total ...	38	7,201	1,00,262	37	7,192	96,118

The inclusion of one additional school in the 4th Circle has been explained already by the conversion of the Hindu High School, Almora, into a Government School. This change of status took effect from 1st July 1892, on which date all the English-teaching schools of the province re-open after the summer vacation. "This school," as Mr. Dodd, the Inspector, remarks, "is not merely a district school, but will have to provide education and accommodation for boys from Garhwál as well as Kumaun. The school in fact is a divisional rather than a district one." There is nothing in connection with the other three circles, that calls for any remark.

46. The Aided English schools of the secondary grade are sub-divided, like the state English schools, into those which teach as far as the Entrance course and those whose teaching stops short at the middle. The following table gives the statistics of the last two years in the usual form :—

Aided Anglo-Vernacular or English Secondary Schools.

Year.	Number of schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper primary section.	Lower primary section.	Total.
1892	69	1,061	2,439	2,379	5,551	11,430
1891	74	1,227	2,405	2,556	6,209	12,397

Five schools have thus been removed from the list since the close of the previous year, with a proportionate decrease in enrolment amounting to nearly 1,000. One of the 5 schools, as has been already explained, *viz.*, the Hindu High School, Almora, became a Government school from 1st July 1891. Five other schools, hitherto aided as middle, were reduced to the primary Anglo-vernacular grade. The Canning Collegiate School was closed by the order of the Committee. The grant to the Nagina Mission School was entirely withdrawn. Three more schools were added to the list of secondary, *viz.*, Queen's Anglo-Sanskrit School, Lucknow, the Jubilee School at Khurja, and the City Mission School at Shâhjahânpur. Thus eight schools altogether were withdrawn from the list, and three added to it, leaving a decrease of 5 schools as reported above.

47. The State and Aided English schools are herewith compared in the usual form :—

English High and Middle Schools, 1891-92. *State and Aided.*

Class of schools.	Number of schools.	Number of scholars on 31st March 1892.	Expenditure during the year 1891-92.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.		
State	38	7,191	1,57,291	1,00,262	5,394	2,62,947	60	38	2	21·9	36·6
Aided	69	11,430	1,31,920	89,956	85,232	3,07,108	43	29	28	11·5	26·9

From this table it will be seen, as has been noticed in previous reports, that in a State school the cost per student to public funds is Rs. 21·9 as against Rs. 11·5 in an Aided school, and that the total cost in a State school is Rs. 36·6 as against Rs. 26·9 in an Aided school.

The comparison, however, is not at all conclusive. Most of the State schools have no preparatory or lower primary classes. These are now taught in separate branch schools at a very cheap price. The students attending these branches are not included in the statistics of the main or zila schools. At Aided schools the case is quite different. In these the very lowest classes are maintained, and the lowness of the fee rate at which such students are taught tends materially to lower the rate of cost per scholar in the school as a whole. If all the students educated at branch schools were included among those educated at the main schools, the rate of cost per scholar would be much lower than what is shown above.

Again, if the cost at State schools is higher, there is at least more to show for the money. In the last Entrance examination the percentage of passes at Aided schools was 39 against 51 in State schools, and in the Middle English examination the percentage was 34 against 47.

48. The following table, prepared in the usual form, shows the distribution of Hindus and Muhammadans through the several sections of the zila schools as they were found on the day when each school was visited by the Inspector and underwent its annual inspection :—

Distribution of Hindus and Muhammadans in the sections of Zila Schools.

	Preparatory section.	Lower primary.	Upper primary.	Middle.	High.	Total.
Hindus	407	885	1,719	1,706	999	5,716
Muhammadans	119	268	481	424	188	1,480

On comparing the ratios of Muhammadans to Hindus in each section we find that to a hundred Hindus there are 19 Muhammadans in the high section, 25 in the middle, 28 in the upper primary, 30 in the lower primary, and 29 in the preparatory. In the total attendance there are very nearly 26 Muhammadans to every hundred Hindus. These figures tally very nearly with those shown in the previous report. The comparative fewness of Muhammadans in the high section might show one of two things, either that such students are inclined to drop off after completing the Middle stage of instruction and are less anxious than Hindus to go any further, or that there has been a larger number of admissions of late years in the lower section, and that such students have not yet had time to reach the Entrance class. An opinion was expressed in the previous report in favour of the latter hypothesis. But this is not borne out by the figures; for in the year 1891 there were 22 Muhammadan students to every 100 Hindus in the High or Matriculation classes, whereas in the year 1892 this figure has dwindled to 19.

49. *Examination of the primary classes.*—At the close of the annual session a searching examination is held by the Head Master of all the classes below the middle stage with a view to determining the annual promotions. The Upper Primary standard is represented by class V, and the Lower Primary (two years earlier) by class VII. In the following table the results of the examination in these two standards are shown circle-wise for the last two years :—

Upper and Lower Primary Examinations of Zila Schools.

Circle.	1892.						1891.					
	Upper primary examination.			Lower Primary Examination.			Upper Primary Examination.			Lower Primary Examination.		
	Examined.	Passed.	Percentage.	Examined	Passed	Percentage.	Examined.	Passed.	Percentage.	Examined	Passed.	Percentage.
First ...	265	175	66	253	181	72	282	163	58	266	205	77
Second ...	349	220	63	107	84	79	333	150	45	159	123	77
Third ...	263	165	63	199	162	81	249	152	61	245	178	73
Fourth ...	192	125	65	146	112	77	137	38	28	164	131	80
Total ...	1,069	685	64	705	539	76	1,001	503	50	834	637	76

The figures shown in the column of "passed" indicate the number of students who received promotion from the class examined to the class next above. The result is not a bad one. There is, however, much need for improvement in the qualifications of the teachers employed in the primary classes; and if ever a training college should be established in this province, at Lucknow or Allahabad, as was at one time contemplated, it is here where its influence is most needed and where its usefulness would be most marked. Writing of certain schools in his own circle, Mr. Dodd remarks:—"The work of the more junior teachers is not satisfactory. Having once secured their appointments, however poorly paid, they make no effort to improve themselves, trusting to time and chance to better their condition rather than to earn promotion by effort in the classes and honest reading in their homes." Undoubtedly home study is indispensable to good work as a teacher; but it must be admitted that the pay usually given to men employed in the lower classes is not such as to raise them above daily anxieties for food and raiment; and hence we must not expect too much.

50. On referring again to the tabular statement given in the previous paragraph, it will be noticed that the number of students examined in the Lower Primary standard was much smaller at the 11 zila schools in the 2nd circle (Oudh) than that at the 7 zila schools in the 3rd circle or than that at the 7 of the 4th circle, and proportionately much smaller than that at the 13 zila schools of the 1st circle. The reason of this is that in the Oudh zila schools the Lower Primary section with the Preparatory section below it—four classes in all—has scarcely any existence, almost all this work having been thrown upon branch schools. The system of throwing the bulk of the primary teaching upon branch schools is a sound one, provided that the said schools are properly housed and the teachers sufficiently paid. There are branch schools in the North-Western Provinces also; but the system is of more recent introduction and is less widely extended. In Oudh, unfortunately, the teachers have suffered by the transfer from the zila school to the branch. Instead of receiving, as they once did, a fairly liberal salary on the zila school staff and working under the shelter of a substantial building, they are now dependent upon such pittances as they can get from a small municipal allotment, eked out by a small grant-in-aid from Government funds and a scanty income from fees; and in some of the stations they are forced to teach in some hired or cheaply built house which is often too small or otherwise inconvenient. In the year under report, as in the previous year also, there were 22 branch schools in Oudh, as shown in the following statement:—

Year.	Number of branch schools.	Total enrolment on 31st March.	Enrolment in class VII (lower primary standard).	
			Examined.	Passed.
1890-91	22	1,368	234	169
1891-92	22	1,417	245	182

The other three Inspectors have made no allusion to the number of branch schools in their respective circles; so I can say nothing about them. The new grant-in-aid code, prepared in the year under report, but not brought into operation until the commencement of the new session of 1892, is more favourable to primary Anglo-vernacular schools, such as the branch schools under reference, than any other grant-in-aid code that has been in force hitherto; but the invariable rule of the new, as of all other codes, "that the Government grant must never exceed half the total expenditure," will act as an insurmountable, though unintentional, barrier to the improvement of these very important schools, unless the Municipal Boards can find the means of increasing the present allotments—a boon which has been often applied for, and applied for in vain.

51. Physical education is making progress in all the circles; and cricket is becoming a popular form of school sport in stations where a few years ago it was unknown.

In the first circle all the zila schools except Bánda and Hamírpur sent their elevens to the tournament that was held at Aligarh in the week preceding Christmas Day; and the aided schools of Mainpuri, Farukhabad, and Háthras were also represented. "The best zila schools," as the Inspector reports, "can make a fair fight against an ordinary British regiment or battery: thus Saháranpur played five matches against troops marching through the station, and won three of them, while the Meerut Zila School defeated both of the batteries quartered there."

In the 2nd circle (Oudh) most of the schools, Aided as well as Government, have taken heartily to physical exercises, especially to cricket. The schools in which least progress has been made are Partábgarh, Sultánpur, and Bahraich,—the two first from want of a good cricket field, the last from the neglect of men on the spot to

take sufficient interest in the matter. In the Gonda district, which is contiguous to Bahraich, the Zila School and the large Aided School at Balrámpur are distinguished for their skill in cricket and other athletic sports. The Unao Zila School defeated a team from a battery that was passing through. The Sitapur Zila School defeated the British regiment quartered there. Among the aided schools, besides the Balrámpur School already referred to, honourable mention must be made of the Christian School and College, and of the Jubilee High School, both at Lucknow. The latter, however, suffers from want of sufficient space. In Oudh, I find, cricket is much preferred to football.

In the 3rd Circle, as Mr. Welby, the Inspector, reports, "Out-door sports are steadily becoming more and more popular; but all the schools are not well situated as regards a playground. For some there is a playground at the very doors, as at Cawnpore, Fatehpur, Allahabad, and Ballia; for others the only available cricket ground is at a distance. The inter-school tournament in the Christmas week was a success. Mr. Westcott, very kindly undertook the management of the tournament; and his services were of great value to us."

In the 4th Circle Mr. Dodd, the Inspector, gives a very favourable account of the progress of athletic sports. "This branch of education," he says, "has become something more than the result of a novel and passing excitement. In nearly every school great and continued interest is taken, not only in those games or sports which are amusing, like the tug of war but likewise in athletic training." At the Almora Zila School a level space of ground large enough for cricket is unattainable. At Pilibhít and Budaun cricket is retarded not by a want of interest on the part of the students, but by the distance of the field. At the other zila schools (Bijnor, Moradabad, Sháhjahánpur, and Bareilly), increased interest with increased skill is manifest. In the annual tournament the first place in cricket was taken by Bareilly, and next to Bareilly by Sháhjahánpur. The Bijnor team came off best in football; and the Budaun boys came off best in fencing.

51*a*. The subject of boarding-houses is closely connected with that of physical exercises; for with boarders such exercises can be and are made compulsory as a condition of residence; and the example set by boarders spreads to day scholars. I here give a comparative statement of the number of boarders in the zila schools of each circle:—

Boarding-houses attached to zila schools.

Circle.	Average monthly number of boarders during 1891-92.				Average monthly number of boarders during 1890-91.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First ...	34	313	347	1,832	45	330	375	1,944
Second ...	35	121	156	613	23	148	171	572
Third ...	23	166	189	793	31	169	200	854
Fourth ...	6	170	176	1,226	25	143	168	1,114
Total ...	98	770	868	4,464	124	790	914	4,484

Nothing is said about boarding-houses in the annual report submitted by the Inspector, 1st Circle. It appears, however, from the above figures that there has been some decline in the popularity of boarding-houses in this circle; for there has been a decrease of 11 in the number of scholarship-holders, of 17 in the number of self-supporters, and of Rs. 112 in the amount of boarding-house fees.

In the 2nd or Oudh Circle the total number of boarders has decreased from 171 to 156, and this decrease is accounted for by an increase of 12 in the number of scholarship holders with a fall of 27 in the number of self-supporters. Every zila school in Oudh has now a boarding-house of its own; although at Fyzabad, where a boarding-house is more needed than anywhere else, on account of the collegiate position which the Fyzabad School has now acquired, notice has been sent that the students must be prepared to evacuate shortly the opium godown that has been used for this purpose hitherto. In Sitapur, Lakhimpur, Sultánpur, and Partabgarh every one of the inmates is a self-supporter, that is, he is not in receipt of a scholarship. The total number in these four boarding-houses is 51. The worst attended boarding-house is that at Bahraich; for which no explanation is given in the Head Master's report.

In the 3rd Circle every zila school is provided with a boarding-house. In only one of these (Fatehpur) has there been any marked increase in the number of inmates.

"The Allahabad boarding-house," as the Inspector reports, "has never been popular; only a few pupils come from the district, and most of these prefer to board in the city, where they will be their own masters during leisure hours."

The Cawnpore boarding-house has no less than 28 inmates, of whom all but two are self-supporters; and 21 of these are students from the district. At Fatehpur the boarding-house is quite a new building, and has been occupied only since Christmas last. All the inmates, 26 in number, are self-supporting. At the Mirzapur boarding-house there were 24 inmates on 31st March, of whom 19 were self-supporters. At Jaunpur a new boarding-house has lately been opened entirely for the use of Muhammadans: both the boarding-houses are inside the school compound; and there is a good tennis court close at hand. At Ballia the boarding-house is well attended; and the average number of inmates for the 12 months of the year under report was 23.

In the 4th Circle the boarding-houses, only five in number, have been well attended and are evidently popular, the number of self-supporting inmates having risen from 143 to 170. Of boarding-houses in general the Inspector writes:—"The zila schools of the 4th Circle which are provided with boarding-houses are those at Bareilly, Moradabad, Bijnor, Budaun, and Sháhjahánpur; those at Pilibhít and Almora being as yet without this advantage. These boarding-houses continue to be among the most important and successful features of our schools. Not merely are boys attracted by them from the different parts of a district, but the standard of instruction and the tone of the schools are raised by the example and force of the inmates of boarding-houses. The more studious habit of the boarders and the supervision under which they remain, together with the facilities they enjoy in the playground after school hours, place the boarders first in the list as regards class instruction, discipline, and physical education." At Pilibhít a boarding-house is needed, as elsewhere; and arrangements are now pending for procuring a rented house. At Almora the plans for a Government school building include one for a boarding-house, which in the case of such a school is very necessary, since the school, though situated in Almora, will receive students from Garhwál and other remote parts of the Kumaun Division.

VERNACULAR MIDDLE SCHOOLS.

The Vernacular Middle Examination.

52. The chief test of the working of vernacular middle schools from year to year is furnished by the results of the Vernacular Middle examination for which the highest class at schools of this grade send up candidates at the close of each annual session. The name "Middle" is somewhat of a misnomer. The examination is called "Middle" not because it is a stepping-stone or intermediate stage to anything higher, but because in point of difficulty and in regard to the range of subjects required of the candidates, it bears some analogy to the Middle examination prescribed for English or Anglo-Vernacular Schools. The passing of the Vernacular Middle, as in the parallel case of the English middle, is a necessary condition to obtaining a Government post of Rs. 10 or upwards.

53. No modifications in text-books or subjects were made during the year under report. But a change was made in the date of holding the examination. In 1891 and previous years the two examinations were held in immediate succession to each other, the English in the latter half of March, and the Vernacular early in April. But it was found to be inconvenient to hold them so closely together, especially as the series of University examinations were held at about the same time; and the labour of superintendence was too heavy a task for the men appointed to superintend at the several centres. Accordingly it was decided by the Director of Public Instruction to hold the Vernacular examination each year in the week preceding Christmas, and this will be the date of the examination in 1893 and future years. In the year under report (1892) the examination was held in the month of February, an intermediate stage between the old date of April and the intended new one of December. The change of date is not only conducive to convenience for the reasons already stated, but it fits in better with the system of vernacular education generally, of which the middle schools form a part. The annual session of village schools terminates much more nearly with the close of the calendar year than with that of the official one. The centre examinations of village schools, by which the work of the year in regard to primary vernacular education is tested, are about half finished by the end of December, and hence those students who desire to join a middle school after passing the highest standard at their own villages will enter the middle school at the proper time for so doing, *viz.*, at or near the commencement of the annual session in January.

54. The abstract results of the Middle examination for the last two years are shown in the following statement; in which, it should be noted, the figures entered against

the class "Unaided" include private candidates as well as candidates from private schools :—

The Vernacular Middle Examination.

Class of school.	1892.						1891.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates	Passed in Division—			Total.	Percentage of passes.
		1st	2nd.	3rd				1st	2nd.	3rd.		
State	1,068	357	630	200	1,187	60	2,138	355	760	252	1,367	64
Aided	158	8	32	11	51	32	189	17	44	16	77	41
Unaided	(a) 1,229	24	124	86	234	19	1,832	31	191	153	375	20
Total ...	3,355	389	786	297	1,472	44	4,159	403	995	421	1,819	44

(a) Including 34 candidates from foreign schools, of whom 9 passed.

The percentage of passmen to examinees has been exactly the same in both years; and the number of passmen in each division has been, proportionately, almost equal. But in the number of candidates there has been a decrease of 804, *viz.*, of 170 in State schools, of 31 in Aided schools, and of 603 in Unaided schools and private candidates. The total decrease noted in the previous report between the years 1890 and 1891 amounted to 386. Thus between the years 1890 and 1892 there has been a decrease of 1,190 in the number of candidates. The decrease in candidates from State schools, which in the three years amounts to 288, may be accounted for by a decrease of 18 in the number of State schools sending up candidates. By far the greatest decrease has occurred in the unaided schools and private candidates. Among these in the three years referred to, the decrease has amounted to nearly 900, due perhaps to the ill-success obtained by such candidates year after year in this examination, and the consequent discouragement which they feel against paying the fee for admission. It may also arise from the fact that candidates in employment, who required certificates under the rules of Government service, have either obtained their certificates or have retired and ceased to compete.

55. The following table shows in abstract form the percentage of candidates who passed in each subject, or rather group of subjects, from each class of school, State, Aided, and Unaided :—

THE VERNACULAR MIDDLE EXAMINATION.

Percentage of success in each subject.

Class of school.	1892.				1891.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State ...	83	87	81	85	77	82	88	89
Aided ...	75	69	51	65	61	63	75	75
Unaided* ...	66	51	43	44	57	37	51	53

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The variations are very slight, and call for no remark. In each of the four groups of subjects, the percentage of success amongst the candidates from State schools is somewhere between 80 and 90. This has now occurred for two years in succession, which shows that no subject has been neglected at the expense of the rest, and that in all subjects the teaching has been thorough.

56. Certain new rules were issued by the Director on 5th August 1891, which came into force in the examination of February 1892. The chief of them, as summed up by Mr. Wright, the Registrar of the examination, were as follows :—

(*a*) "Only 90 marks were given to history and general geography instead of 100, as previously, and the pass marks were correspondingly changed from 25 to 22.

(*b*) "One hundred and ten marks were assigned to science, in lieu of 100, as previously, and the pass marks were correspondingly raised from 30 to 33."

The effect of the above changes was to diminish the value attached to history and geography and to raise the importance of science.

(c) "The course was altered by the substitution, in *geography*, of Hill's First and Second Books in lieu of those formerly read, and in *physical geography* of selected portions of Hill's Third Book in lieu of the book by Pandit Lakshmi Sankar Misra.

(d) "Paragraph 6 of the new rules contains the important injunction that 'every pupil in the first class of an aided vernacular school must be presented' (provided he has attended 75 per cent. of the lectures), instead of allowing the Head Master to make selections from his class of those likely to pass. The effect of this was that only 158 such candidates appeared in 1892, instead of 189 as in 1891, with a percentage of 32 of success in place of 41 per cent. in 1891. This seems to be an extraordinary result, and to require the explanation which I am unable to give.

(e) "Paragraph 6 contains the following note, the great necessity for which was felt in previous years :—'The Deputy Inspector of Schools is strictly forbidden to register as a candidate any person who is not a resident in his (the Deputy Inspector's) district.' The effect of this has been to throw some difficulties in the way of those private candidates who attempt to pass the examination by personation. Even now the evidence of identity is too slight, and it is to be feared that many cases of personation still occur at these examinations."

The rule under (d), requiring all students of class I to be presented, might easily be neutralized by the other rule, that no student can appear as a candidate from that school unless he has attended 75 per cent. of the lectures. This may account for the decrease of candidates from 189 to 158 in aided schools.

57. The percentages of success in Government aided and unaided schools, during the last five years, were as follows :—

Class of schools.	Per cent. in 1888.	Per cent. in 1889.	Per cent. in 1890.	Per cent. in 1891.	Per cent. in 1892.	Average of five years.
State ...	53	67	56	64	60	60
Aided ...	28	44	33	41	32	35 6
Unaided ...	19	25	18	21	19	20

These results, covering as they do a period of five years in succession, present (as the Registrar remarks) "a remarkable uniformity of diversity," and those for 1892 come very near the average of the last five years.

58. The Urdu language in the middle examination continues to gain upon Hindi, as the accompanying statement shows :—

Year.	Urdu.	Hindi.
1892	2,727	628
1891	3,290	869
1890	3,625	920

Hindi being of very little use in the Government Courts, and Urdu being quite indispensable, no doubt could arise as to which form of the vernacular was likely to gain upon the other in an examination which is declared to be the test for Government employment. In the year 1888 there were 3,179 candidates in Urdu and 1,127 in Hindi. In 1892 the corresponding figures were 2,727 and 628. But while Urdu has been gaining ground, Persian has been as steadily losing it as a subject of study in vernacular schools. It is in English-teaching schools that Persian now finds the greatest number of followers.

59. From the tabular statements given below, it would appear that a candidate who takes up Hindi instead of Urdu has not only a better chance of passing the Middle Vernacular examination, but of taking a higher place in the list of passmen :—

Total candidates.	Took up Urdu.			Took up Hindi		
	Candidates.	Passed.	Per cent.	Candidates.	Passed.	Per cent.
3,355	2,727	1,121	41	628	351	53

	Urdu candidates.	Hindi candidates.
First Division	280	109
Second "	582	204
Third "	259	38

Thus among the Urdu candidates only 41 per cent. are successful against 56 among the Hindi candidates; and again among the Urdu successful candidates only 25 per cent. come out in the first division, against 31 among the Hindi candidates. This is not the first time that such inequality has occurred; and it points clearly to the fact that the Hindi examiners in the special subjects are more lenient in their marking. Another fact to be noticed is that the literature course in Hindi is not so difficult as that in Urdu.

60. The occupations of the fathers or guardians of the successful candidates were as follows:—

Six hundred and ninety-two (or nearly half) are returned as engaged in service, 345 as zamíndárs, 228 as agriculturists, 37 as traders, 78 as shopkeepers, 32 as priests, 24 as bankers or money-lenders; the rest (in numbers ranging from 5 to 1) belong to some other kinds of calling.

In regard to castes, 295 were Brahmans, 118 Chhattris, 127 Banias, 398 Kayasths, and 411 Musalmans. The other castes are represented by numbers varying from 17 to 1.

61. Thus far as to the combined or general result of the Middle Vernacular Examination for the entire province. It now remains to show what each of the four circles has separately done, and to compare one circle with another. The following table shows the results of the examination circle-wise for the last two years:—

THE VERNACULAR MIDDLE EXAMINATION.

(*State Vernacular Schools only*).

Circle.	Division.	1892.						1891.					
		Number of candidates.	Passed in Division— 1st.	2nd.	3rd.	Total.	Percentage of passes.	Number of candidates.	Passed in Division— 1st	2nd.	3rd.	Total.	Percentage of passes.
First ...	Meerut ...	296	36	74	34	144	49	341	60	118	38	216	63
	Agra	244	47	86	22	155	64	280	73	100	34	207	74
	Bundelkhand ...	100	10	26	7	43	43	104	16	50	9	75	72
	Total ...	640	93	186	63	342	53	725	149	268	81	498	69
Second ...	Western Oudh ...	295	47	91	32	170	58	323	34	94	42	170	53
	Eastern " ...	139	20	38	27	85	61	155	20	56	15	91	59
	Total ...	434	67	129	59	255	59	478	54	150	57	261	55
Third ...	Allahabad ...	283	46	98	32	176	62	318	45	135	43	223	70
	Benares ...	290	74	111	21	206	71	285	79	122	33	234	82
	Total ...	573	120	209	53	382	67	603	124	257	76	457	76
Fourth ...	Rohilkhand ...	293	76	99	21	196	67	285	20	72	33	125	44
	Kumaun ...	28	1	7	4	12	43	47	8	13	5	26	55
	Total ...	321	77	106	25	208	65	332	28	85	38	151	45
	GRAND TOTAL ...	1,968	357	630	200	1,187	60	2,138	355	760	252	1,367	64

In regard to the above results, it may be said that every circle and each division in each circle has done well, with the exception perhaps of Bundelkhand and Kumaun. I say "perhaps," because these two divisions are not so advanced as the rest, and

because 43 (the percentage of passmen to examinees obtained in both Divisions) cannot be called a poor result. At English schools and colleges the results of the departmental and University examinations are not usually better; and some consideration must be made for the fact that the time of study in the year under report was shorter than usual by a space of two months.

62. The 3rd Circle represented by Benares and Allahabad, and more especially by Benares, takes the lead; which is closely followed by Rohilkhand and Agra; while the two Divisions of Oudh are not far behind. Meerut cannot claim a success equal to that of its neighbours. Without at all depreciating the credit due to the Assistant Inspectors of the 3rd Circle (Benares and Allahabad) it may be pointed out that greater success is to be expected in this circle than elsewhere, on account of the much greater development of the boarding-house system and the larger number of scholarship-holders. Lads who reside in boarding-houses are expected to come out better than ordinary students. Their attendance is more regular; they live in the school compound, and hence are not liable to detention by unfavourable weather; they have better opportunities of private study; they are more completely under discipline; and as they have left their own village for the express purpose of studying the middle course and appearing for the middle examination, they are likely to devote themselves to the work more strenuously than students whose homes are in the town. Moreover, many of them are in receipt of scholarships, and hence are among the picked students from village schools. Divisions or circles, in which scholarships and boarding-houses are fewer, are placed at a disadvantage.

Another point to be noticed in connection with the high percentage of success gained by the Benares Division is that in this Division the number of Hindi candidates is larger than in any other. I have shown already (see paragraph 59) that among Urdu candidates only 41 per cent. are successful against 56 among the Hindi candidates, a difference of 15. This certainly helps to account for the high percentages of success gained in the last two years by the Benares Division.

63. The success obtained by the Rohilkhand Division is an event that deserves to be noted as something new in its recent educational history. This Division has scored a percentage of 67 passmen, only 4 per cent. below that scored by Benares; and here the Urdu language predominates. Much credit is due to Shaikh Ebad-ullah, the new Assistant Inspector, who has now been in charge one full year, and the whole of whose previous experience had been in Oudh. No less credit, however, is due to his predecessor, Munshi Piare Lal, without whose labours in the three previous years the success of 1892 could not have been gained. Both officers have had the benefit of supervision by an experienced Circle Inspector.

VERNACULAR TOWN SCHOOLS.

State Vernacular Middle Schools.

64. The number of State schools classed as middle vernacular, the number of students on the rolls on 31st March, and the fee income are shown in the following tabular statement for the last two years in succession :—

STATE VERNACULAR MIDDLE SCHOOLS FOR BOYS.

Town Schools.

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March—		Fee income.	
		1892.	1891.	1892.	1891.	1892.	1891.
						Rs.	Rs.
First ...	Meerut	48	54	4,001	4,012	7,375	7,192
	Agra	40	43	4,281	3,842	5,820	5,367
	Bundelkhand	34	34	2,558	2,458	1,907	1,461
	Total ...	122	131	10,840	10,312	15,102	14,020
Second ...	Western Oudh	37	37	3,637	3,567	5,841	5,822
	Eastern "	18	18	1,831	1,806	2,958	2,837
	Total ...	55	55	5,468	5,373	8,799	8,659
Third ...	Allahabad	41	41	3,314	2,944	2,944	1,836
	Benares	57	58	4,668	4,400	3,262	2,464
	Total ...	98	99	7,982	7,344	6,206	4,300
Fourth ...	Rohilkhand	42	43	4,377	4,404	6,355	6,141
	Kumaun	4	4	253	286	133	152
	Total ...	46	47	4,630	4,690	6,488	6,293
	GRAND TOTAL ...	321	332	28,920	27,719	36,595	33,272

From the above abstract it will be seen that there has been a decrease of 11 in the number of schools graded as middle class, the whole of which, with two exceptions, has occurred in the 1st Circle, 6 in the Meerut Division, and 3 in the Agra. This decrease has consisted almost entirely of village schools, which in former years were allowed to send up candidates for the middle examination, and which have now reverted to the status and grade of village or primary schools. To have ever allowed such schools to go beyond their proper standard is now admitted to have been a mistake; and for several years past the tendency in the North-Western Provinces has been to get rid of the middle sections so formed, and to keep the teaching at village schools within its legitimate compass. Seven village schools were similarly pruned of their middle sections in the year 1891. In Oudh no village schools were ever allowed to overstep the limits of the village school curriculum, and hence no change in the number of middle schools has occurred for several years. The enrolment on 31st March 1892 for the entire province has increased by 1,201, and the fee receipts by Rs. 3,323. The increase in fee receipts is proportionately much larger than that of enrolment. The fact that such an increase should have occurred in fee receipts shows that the schools struck off the list were less entitled than the rest to remain there.

65. Schools of the middle grade consist of 3 different sections,—the Middle section proper (classes II and I), the Upper Primary section (classes IV and III), and the Lower Primary (classes V, VI, VII). The curriculum in the two sections last named is the same as that at village schools. The state of the enrolment section-wise, as it stood on 31st March 1892, is shown in the following summary:—

State Vernacular Middle Schools for boys.

Circle.	Division.	1892.			1891.		
		Middle section.	Upper Primary section.	Lower Primary section.	Middle section.	Upper Primary section.	Lower Primary section.
First ...	Meerut	907	304	2,190	800	1,036	2,086
	Agra	688	868	2,725	708	880	2,254
	Bundelkhand	276	473	1,809	284	463	1,711
	Total ...	1,871	2,245	6,724	1,882	2,379	6,051
Second ...	Western Oudh	771	765	2,101	883	764	1,920
	Eastern "	385	422	1,024	438	410	958
	Total .	1,156	1,187	3,125	1,321	1,174	2,878
Third ...	Allahabad	914	651	1,749	771	648	1,525
	Benares	1,098	871	2,699	1,109	926	2,365
	Total .	2,012	1,522	4,448	1,880	1,574	3,890
Fourth ..	Rohilkhand	910	1,022	2,445	886	1,048	2,470
	Kumaun	56	57	140	84	46	156
	Total ..	966	1,079	2,585	970	1,094	2,626
	GRAND TOTAL .	6,005	6,033	16,882	6,053	6,221	15,445

Thus the increase in enrolment has occurred entirely in the lower primary section, there being a slight decrease in the middle as well as in the upper primary. The decrease, however, is very small, considering that 11 schools have disappeared from the list.

66. The cost of each pupil's education is shown in the usual form as below for the last two years :—

Town schools or State Vernacular Middle Schools for Boys.

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1892 ...	321	26,915	1,42,426	36,595	622	1,79,643	6·7
1891 ...	332	25,766	1,33,759	33,272	666	1,67,697	6·5

Thus every pupil in a middle class vernacular school (no account being taken of the section in which he was studying) has been educated at a cost of Rs. 6·7, or nearly Rs. 7. Towards this he has contributed about Re. 1¼ himself from his own fees, all of which are credited in the Government Treasury. The net cost to the State of each pupil's education has been about Rs. 5¾.

67. The primary classes in the schools under report are examined by the Assistant and Deputy Inspectors in all subjects of the curriculum, at the close of the annual session, or as near the close of it as can be conveniently managed. The result of this examination is shown in the subjoined tabular statement :—

Upper Primary and Lower Primary Examinations of Town Schools, Classes III and V.

Circle.	Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
				Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes
First.	Meerut ...	1891-92 ...	39	398	405	323	80	324	307	212	69
		1890-91 ...	42	475	456	349	77	274	261	163	62
	Agra ...	1891-92 ...	40	464	439	353	80	291	271	170	63
		1890-91 ...	43	540	518	446	86	277	260	194	75
	Bundelkhand ...	1891-92 ...	27	248	228	175	77	107	99	62	63
		1890-91 ...	27	250	229	174	76	126	120	61	51
	Total ...	1891-92 ...	106	1,110	1,072	851	79	722	677	444	66
		1890-91 ...	112	1,265	1,203	969	81	677	641	418	65
Second.	Western Oudh ...	1891-92 ...	38	430	437	328	75	283	281	202	72
		1890-91 ...	38	455	438	281	64	318	315	187	59
	Eastern " ...	1891-92 .	18	237	221	197	89	159	147	114	78
		1890-91 ...	18	196	188	164	87	154	145	98	68
	Total ..	1891-92 ...	56	667	658	525	80	442	428	316	74
		1890-91 ...	56	651	626	445	71	472	460	285	62
Third.	Allahabad ...	1891-92 .	34	235	227	196	86	213	211	166	79
		1890-91 ...	34	275	261	214	82	214	222	127	57
	Benares ...	1891-92 ...	33	224	208	187	90	202	185	153	83
		1890-91 ...	33	261	253	228	90	204	194	157	81
	Total ..	1891-92 ...	67	459	435	383	88	415	396	319	81
		1890-91	67	536	514	442	86	418	416	284	68
Fourth.	Rohilkhand ...	1891-92 ...	34	463	442	394	89	328	296	233	79
		1890-91 ...	33	494	489	352	72	380	359	237	66
	Kumaun* ...	1891-92 .	4	23	23	5	22	25	26	8	31
		1890-91 ...	4	37	28	26	93	16	17	8	47
	Total ...	1891-92 ...	38	486	465	399	86	353	322	241	75
		1890-91 .	37	531	517	378	73	396	376	245	65
	Grand Total ...	1891-92 ...	267	2,722	2,630	2,178	82	1,932	1,823	1,320	72
		1890-91 ...	272	2,983	2,860	2,234	78	1,963	1,893	1,232	65

*The figures of 1890-91 for Kumaun Division are revised and corrected ones.

68. *Boarding-houses at town schools.*—Students who, after finishing the village or primary course, aspire to work for the middle vernacular certificate, repair to some tahsili or pargana school for this purpose; some of these are in receipt of scholarships gained in open competition; others attend the middle class school at their own expense. For the accommodation of such students boarding-houses have, where it was possible, been provided. The number of boarders during the last two years is shown below :—

Average number of scholars in residence monthly in tahsili school boarding-houses.

Circle.	Division.	Number of boarders.					
		Receiving stipends		Self-supporting.		Total.	
		1892.	1891.	1892.	1891.	1892.	1891.
First ...	Meerut	42	51	126	79	168	130
	Agra	50	60	19	65	69	125
	Bundelkhand	27	43	14	26	41	69
	Total ...	119	154	159	170	278	324
Second ...	Western Oudh	30	29	51	69	81	98
	Eastern "	29	28	46	87	75	115
	Total ...	59	57	97	156	156	213
Third ...	Allahabad	157	173	196	207	353	380
	Benares	180	174	342	256	522	430
	Total ...	337	347	538	463	875	810
Fourth ...	Rohilkhand	81	64	63	87	144	151
	Kumaun	...	...	60	73*	60	73
	Total ...	81	64	123	160	204	224
	GRAND TOTAL ...	596	622	917	949	1,513	1,571

* Includes 47 boarders residing in two boarding-houses of Garhwál not returned last year.

There has thus been a decrease of 58 boarders, of whom 26 were scholarship holders and 32 self-supporters. More than half the boarders in the entire province belong to the 3rd Circle. Two causes exist for this; a more liberal allotment by the District Boards for village scholarships, and a larger supply of boarding-houses. As a general rule, if a boarding-house exists and if the cost of occupying it does not exceed that of living in hired quarters, students soon come forward to take advantage of it. But the supply of such accommodation is a matter of time and money.

PHYSICAL EXERCISES.

69. The subject of physical exercises at middle and village schools is receiving increased attention, and in most of the districts steady progress is being made. The following remarks are selected from the reports submitted :—

1st Circle, Meerut, Agra, Bundelkhand.—In the Meerut Division, as the Assistant Inspector reports, "progress is being made in all the town schools, except seven. In all the rest physical training forms part of the education. The exercises consist in running, jumping, fencing, wrestling, and pulling the rope. The games of hockey and rounders, and school drill have also been taken up. In one or two schools they even play the costly game of cricket." In the Agra Division physical exercises were introduced for the first time last year :—"During the year under review," as the Assistant Inspector reports, "the Chairmen of District Boards were addressed with a view to securing their co-operation in this direction. The Boards of Farukhabad, Etah, Mainpuri, and Etáwah readily responded to the call; while the Board at Mathura, admitting the importance of physical education, could not make any more grants for want of funds. Some of the schools were drilled by the police jamadárs. Wrestling has become popular in some schools. In most of the schools in which physical training has been introduced the native methods and native appliances are followed."

The report by the Assistant Inspector of Bundelkhand is silent on the subject of physical training at the town schools in that Division; from which it may be presumed that physical exercises have not yet been introduced.

The 2nd or Oudh Circle.—The Assistant Inspector of Western Oudh reports as follows :—"In all the middle schools of this division, 38 in number, games of one sort or another are played by the boys; and school drill is practised in all. Some of the town schools in the Hardoi and Unao districts have been provided with cricket gear; but it is doubtful whether the boys in the vernacular schools will be able to make satisfactory progress in this game, since the teachers themselves have had no opportunity of learning it. Whenever any of the sports were held in the presence of the Assistant Inspector the boys seemed to take much interest in them." In the Eastern

Division of Oudh a similar advance is being gradually made in all the districts. A satisfactory commencement has been made in the Unao, Rae Bareli, Sultanpur, and Partábgarh districts, in some of the schools of which gymnastic appliances, parallel bars, &c., have been supplied. One of the chief obstacles at present is the want of gymnastic masters; but this want will be supplied by degrees, as new teachers come out from the Normal school; for in the Normal school physical exercises are now regularly taught.

3rd Circle (Benares and Allahabad).—Regarding the Allahabad Division Mr. Welby, the Inspector, reports:—"Physical training has not been neglected; in most of the schools the pupils are encouraged to join in out-of-door sports, and to all the more important schools cricketing gear has been supplied by the District Boards. Boarders are required to take part in the out-door games, such as cricket and rounders."

The accounts from the Benares Division are very favourable:—"In the Benares Division (as the Inspector reports) the introduction of athletic sports and games has been attended with perfect success. The boys of the vernacular schools take a great interest in them, and I am glad they are encouraged by their parents. Now physical training is considered a part of education, and there is no difficulty in persuading boys to join in manly sports, which they often do with much interest." A kind of Derby day was held at Azamgarh, as Rai Bahádur Lakshmi Sankar Misra reports:—"At Azamgarh I managed to get up sports on a grand scale whilst the Commissioner of the Gorakhpur Division was there. About 500 boys were present on the occasion, and prizes were distributed to the winners by the Collector of Azamgarh. The most important event of the day was a tug of war between the officials present at Azamgarh and the Educational Department. The official team consisted of the Commissioner, the Judge, the Collector, the Joint Magistrate, the Assistant Magistrate, the Civil Surgeon, the Engineer, the Munsif, the Deputy Collector, and the Assistant Surgeon. On the Educational side, in addition to myself and the Deputy Inspector of Gorakhpur, there were four village school teachers and five students. The Educational side obtained an easy victory."

4th Circle.—The Assistant Inspector, Rohilkhand, reports as follows:—"Considerable improvement in physical exercises has been made in the Pilibhít and Bareilly districts, where almost all the town schools have now been provided with the necessary apparatus and with instructors for the purpose. Football, long and high jumps, tug of war, and some native games are generally played by the boys. In some schools cricket and lawn tennis have been introduced. School drill is also taught. In the last meeting for the distribution of prizes in the Bareilly district, 8 teachers were specially commended and rewarded for teaching school drill in their respective schools."

Aided Oriental Schools.

70. There are six schools of this class, as will be seen from the following table:—

Examination of Aided Oriental Schools.

Name of school.	Oriental examinations of the Punjáb University.										Benares Sanskrit College examinations.				Mulla examination, 1891.	
	Prajna.		Visharad.		Munshi Fazil.		Maulvi.		Maulvi Alim.		Madhyama Pariksha.		Prathama Pariksha.			
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Shivraj Sanskrit Pathsala.	...	...	...	...	...	...	...	...	...	...	5	3	10	6	...	...
Jay Narayan's, Benares...	4	3	2	1	...	...	..	...	...	...	...	...	...	...	...	...
Jubilee School, Mirzapur.	...	...	...	...	...	...	...	...	...	...	1	...	2	1	...	...
Gyanpur School, Mirzapur.	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...
Chashma-i-Rahmat, Gházípur.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
Church Mission, Lucknow.	...	...	...	...	1	...	4	3	3	3	...	...	1	...	...	...
Total ...	4	3	2	1	1	...	4	3	3	3	6	3	16	7	3	1

Only the last two schools sent up candidates for the Arabic or Persian examination. The first, third, and fourth prepare for the examination of the Benares Sanskrit College; the second, though it is situated in Benares, has preferred to place itself in preparation for the Oriental course of the Punjáb University. The results are shown above.

Village Schools, or State Vernacular Primary Schools.

71. The most numerous class of schools connected with this department are the village schools maintained by the public revenues. The aim of these schools is to teach one or both forms of the vernacular up to the point at which the middle section in town schools commences. The following table gives the statistics for the last two years as to the number of schools circle-wise, the number on the roll on 31st March, and the amount of fees realized :—

State Vernacular Primary or Village Schools.

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1892.	1891.	1892.	1891.	1892.	1891.
						Rs.	Rs.
First ...	Meerut	532	530	15,852	15,307	5,256	5,027
	Agra	538	542	16,320	15,582	384	304
	Bundelkhand	305	292	8,995	8,297	223	234
	Total ...	1,375	1,364	41,167	39,186	5,863	5,565
Second...	Western Oudh	428	426	15,942	15,625	4,976	4,734
	Eastern "	431	433	18,322	18,021	2,112	2,036
	Total ...	859	859	34,264	33,646	7,088	6,770
Third ...	Allahabad	523	536	16,429	16,831	2,355	1,526
	Benares	562	573	21,737	20,948	2,744	2,416
	Total ...	1,085	1,109	38,166	37,779	5,099	3,942
Fourth...	Rohilkhand	452	463	15,923	15,865	2,528	2,362
	Kumaun	157	161	6,237	7,351	117	107
	Total ...	609	624	22,160	23,216	2,645	2,469
	GRAND TOTAL ...	3,928	3,956	135,757	133,827	20,695	18,746

From the above table it will be seen that there has been a decrease of 28 in the number of schools, but a rise of 1,930 in the enrolment and of Rs. 1,949 in the fee collections. In the 2nd Circle (Oudh) the number of schools has remained unchanged, but the enrolment has increased by 618. In the 1st Circle schools have increased by 11, and the enrolment by 1,981. In the 3rd Circle there has been a decrease in schools of 24, with a rise in enrolment of 387. In the 4th Circle there has been a decrease in schools of 15, with a decrease in enrolment of 1,056.

72. Village schools consist of two sections, the Lower Primary with three classes, and the Upper Primary with two classes, making five classes in all. The full complement of classes does not exist in every school; for some schools have only one class in the Upper Primary section, and some not even one. But there is no school (unless it might be one or two here and there, that have been very lately opened), in which the highest class of the lower primary section does not exist; and no student can pass the standard of this class without at least being able to read a rather easy book, to write a letter to a friend, and to work out questions in compound numbers both mentally and on the state. The following table shows how the enrolment stood section-wise on 31st March 1892 and 1891 ;—

State Vernacular Primary Schools for Boys.

Circle.	Division.	1892. Roll of upper primary section on 31st March.	1892. Roll of lower primary section on 31st March.	1891. Roll of upper primary section on 31st March.	1891. Roll of lower primary section on 31st March.
First ...	Meerut	2,707	13,145	2,974	12,333
	Agra	2,214	14,106	2,435	13,147
	Bundelkhand	1,195	7,800	1,216	7,081
	Total ...	6,116	35,051	6,625	32,561
Second ...	Western Oudh	3,039	12,903	3,078	12,547
	Eastern „	4,198	14,124	4,109	13,912
	Total ...	7,237	27,027	7,187	26,459
Third ...	Allahabad	2,614	13,815	3,478	13,353
	Benares	3,264	18,473	3,477	17,471
	Total ...	5,878	32,288	6,955	30,824
Fourth ...	Rohilkhand	2,587	13,336	2,785	13,130
	Kumaun	560	5,677	697	6,654
	Total ...	3,147	19,013	3,432	19,784
	GRAND TOTAL ...	22,378	113,379	24,199	109,628

Thus, taking the province as a whole, there has been a decrease of 1,821 in the upper primary section, and an increase of 3,751 in the lower primary. In each of the circles, excepting Oudh, the change of classification has been in the direction noted; but in Oudh there has been an increase of about 50 in the upper primary section since the close of the previous year.

73. The cost per scholar is shown in the following abstract:—

State Vernacular Primary Schools or Village Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure. Public funds.	Expenditure. Fees.	Expenditure. Other sources.	Expenditure. Total.	Incidence per scholar.
		Rs.	Rs.	Rs.	Rs.	
1892	130,949	4,95,979	20,695	1,383	5,18,057	4·0
1891	128,535	4,72,114	18,746	1,652	4,92,512	3 8

It thus appears that since the year 1891 the cost per scholar has increased by a very small fraction. The total sum spent on village education (including what the students have contributed themselves from their own fees), was Rs. 5,18,057 in 1892 against Rs. 4,92,512 in 1891, or an increase amounting to Rs. 25,545. This increase is due to several causes: the introduction of a higher scale of salaries to teachers in some of the districts of Benares and Rohilkhand; the substituting of more costly, but at the same time more efficient, new schools in place of the worthless ones abolished; the increased expenditure from fee income; and the inclusion for the first time of certain charges on school apparatus and prizes, which in previous years had been classed under indirect expenditure.

Even now the cost at which village schools are maintained is very small in proportion to the amount and quality of the work done by them. The salaries provided for village

teachers are in many cases lower than they ought to be. The Chairman of the Benares District Board has given the following remarks on this point:—

"It is a matter of pity that the teachers cannot be rewarded or in any way encouraged for their work. Many of them are paid at the rate of Rs. 6 per mensem, which in these days is hardly sufficient to provide for the daily food and all the necessaries of life. The frugality chiefly prevails in consequence of the rateable reduction made each year in the educational budget since 1890-91."

74. The different classes are examined annually at certain selected centres by the Deputy Inspector of each district; and this officer is often assisted by the Assistant Inspector, and sometimes by the Circle Inspector, if he can so arrange his tour as to make it fit in with the centre work. The following table shows the results of the examinations held by the Assistant and Deputy Inspectors of the four circles. It has been customary in the Director's report to show the results for only the three highest classes; but in fact all the classes are examined, and the result is quite as carefully recorded for the two bottom classes as for the three top ones. Certainly this has been done for several years past in the Oudh Circle, and I presume it is done in the other circles likewise.

Examination of Classes III, IV, and V of Village Schools.

Circle.	Division.	Year.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.	Examined	Passed.
First ...	Meerut ...	1891-92	1,857	1,275	1,465	725	806	476
		1890-91	2,127	1,441	1,520	877	785	473
	Agra ...	1891-92	1,539	1,132	1,101	667	400	209
		1890-91	1,958	1,474	1,021	655	326	211
	Bundelkhand ...	1891-92	879	621	634	356	178	107
		1890-91	970	576	638	206	212	70
	Total ...	1891-92	4,275	3,028	3,200	1,748	1,384	792
		1890-91	5,055	3,491	3,179	1,738	1,323	754
Second ...	Western Oudh ...	1891-92	1,732	1,348	1,329	803	876	602
		1890-91	1,705	1,092	1,330	673	950	525
	Eastern " ...	1891-92	2,060	1,770	1,710	1,162	1,250	858
		1890-91	1,962	1,615	1,590	1,060	1,258	818
	Total ...	1891-92	3,792	3,118	3,039	1,965	2,126	1,460
		1890-91	3,667	2,707	2,920	1,733	2,208	1,343
Third ...	Allahabad ...	1891-92	1,590	1,256	1,400	1,044	686	487
		1890-91	2,027	1,502	1,517	795	713	377
	Benares ...	1891-92	2,260	1,810	1,819	1,326	879	656
		1890-91	2,593	2,154	1,822	1,223	853	660
	Total ...	1891-92	3,850	3,066	3,219	2,370	1,565	1,143
		1890-91	4,620	3,656	3,339	2,018	1,566	1,037
Fourth ...	Rohilkhand ...	1891-92	1,505	1,047	1,262	795	687	469
		1890-91	1,775	1,172	1,320	658	745	446
	Kumaun* ...	1891-92	554	199	305	38	191	26
		1890-91	707	167	297	68	230	39
	Total ...	1891-92	2,059	1,246	1,567	833	878	495
		1890-91	2,482	1,339	1,617	726	975	485
	GRAND TOTAL ...	1891-92	13,976	10,458	11,025	6,916	5,953	3,890
		1890-91	15,824	11,193	11,055	6,215	6,072	3,619

* The figures of 1890-91 for Kumaun Division are revised and corrected ones.

The result for the province as a whole is satisfactory. The number of passmen in class V has decreased by 735; in class IV it has increased by 701; and in class III (the highest) it has increased by 271. The differences are not appreciable in view of the large number of examinees in each class; and this absence of violent change may be accepted as an indication of the care with which the registers are kept and promotions made from year to year.

75. The percentage of passmen to examinees, in each of the three standards referred to in the previous statement, is shown in the usual form in the statement given below :—

EXAMINATION OF CLASSES III, IV, AND V OF VILLAGE SCHOOLS.

Percentage of passes.

Circle.	Division.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
		1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.
First	Meerut ...	69	68	49	58	59	60
	Agra ...	74	75	61	64	52	65
	Bundelkhand ...	71	59	56	32	60	33
	Total ...	71	69	55	55	57	57
Second ...	Western Oudh ...	78	64	60	51	69	55
	Eastern " ..	86	82	68	67	69	65
	Total ...	82	74	65	59	69	61
Third ...	Allahabad ...	79	74	75	52	71	58
	Benares ...	80	83	73	67	75	77
	Total ...	80	79	74	60	73	66
Fourth ...	Rohilkhand ...	70	66	63	50	68	60
	Kumaun ...	36	24	12	23	14	17
	Total ...	61	54	53	45	56	50
	GRAND TOTAL ...	75	71	63	56	65	60

With the exception of one or two variations in Kumaun in the wrong direction, the result is satisfactory. The percentage of passmen in each circle, and in every standard in each circle, has been almost always on the side of increase. There is a very distinct and precisely defined code by the rules of which these annual centre examinations are held. The examination is not done cursorily, nor is any of the subjects that are laid down in the curriculum shirked. The percentages of passmen, therefore, must be considered high in almost every circle. As was pointed out in the previous report, one great impediment to the work of the previous year was the census, for the taking of which village teachers were largely used and assiduously employed in almost every district.

76. Physical education is now practised in village schools as well as in town schools, but less generally and with less expensive appliances. Money cannot be found for providing the appliances in more than a few very isolated cases. What is done with success and at scarcely any cost is school drill. If the teacher will take the trouble to make a judicious use of the little guide-book on drill, with which almost every school has been provided, I know of no reason why school drill should not be taught almost universally. In the Lucknow district at a village school (of which the principal teacher was a Brahman) I witnessed a very good specimen of school drill: and there seems to be no reason why similar proficiency might not be attained elsewhere.

Aided Primary Schools.

77. The following table, prepared in the usual form, gives the annual statistics relating to these schools. This statement does not include those schools which are attached as branches to zila schools and aided by municipal boards :—

Abstract for Primary Schools aided by the Department (native boys).

Class of school.	Number of schools.	On roll on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed upper primary standard.	Passed lower primary standard.	Details.			Total.
		In upper primary section.	In lower primary section				Public funds.	Fees.	Other sources.	
							Rs.	Rs.	Rs.	Rs.
Vernacular ...	106	322	3,668	3,990	72	276	4,482	1,554	16,075	22,111
English ...	26	272	1,436	1,708	48	86	12,349	4,062	14,507	30,918
Total ...	132	594	5,104	5,698	120	362	16,831	5,616	30,582	53,029

These are mostly poor schools under missionary management. A very large preponderance of students is in the lower primary section; and even of these a considerable number do not go much beyond the alphabet.

78. During the year under report 71 small vernacular schools were examined and aided under the system of payment by results, described in paragraph 57 of the Manual of General Orders of this Department. Almost all these schools are in the Oudh Circle or in the Rohilkhand Division. In these two Divisions they all belong to the Methodist Episcopalian Mission, whose operations have been more active here than in other parts of Upper India. The schools are for the most part of an ephemeral nature, and in the Gonda district I remember a considerable search was once made before a certain school could be found. They are aided at a very slight charge to the State, so much per student per standard. The classification figures given below show that the efforts of the managers are not altogether thrown away; but the success attained in Agra and Allahabad, where the number of schools aided and inspected under these rules is very much smaller, appears to be much greater than in Oudh and Rohilkhand.

Return of Primary Schools, aided, under Department Public Instruction Circular No. 16 *of* 1886, *for the year ending March* 1892.

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year under section XI.							Number of scholars passed during the year under section X.						Grant earned.		Total.
		VII. A.	VII. B.	VI.	V.	IV.	III.	Total.	VII A.	VII B.	VI.	V.	IV.	III.	Section 10.	Section 15.	
															Rs	Rs	Rs.
Agra ...	4	80	180	43	20	25	15	363	26	49	15	12	5	5	141	35	176
Oudh ...	20	142	218	63	32	22	12	489	64	57	31	19	7	5	211	196	407
Allahabad ...	2	56	40	34	28	29	16	203	23	32	24	17	13	9	170	...	170
Rohilkhand ...	45	87	1,022	30	20	18	12	1,189	24	47	23	14	10	6	163	...	163
Total ...	71	365	1,460	170	100	94	55	2,244	137	185	93	62	35	25	685	231	916

Private Institutions.

79. The following are the statistics of *private* institutions returned as *advanced* institutions :—

	Number of institutions.		Number of scholars.	
	1892.	1891.	1892.	1891.
Arabic and Persian	1,155	1,152	12,638	12,180
Sanskrit	367	412	4,407	5,183
Other Oriental Classics	40	15	588	562
Total ...	1,562	1,579	17,633	17,925

Of 17,633 scholars 8,848 were Hindus, 8,768 Muhammadans, and 17 of other races, as against 9,777 Hindus, 8,089 Muhammadans, and 59 of other races returned last year. The number of *elementary private* institutions was 2,914 for boys and 47 for girls, with 34,161 boys and 906 girls, against 3,478 schools for boys and 64 for girls, with 40,374 boys and 1,337 girls in the preceding year. The decrease returned is mainly in the four great Divisions of Oudh, Allahabad, Benares, and Rohilkhand. The number of scholars studying the different subjects was as follows:—

Subject.	Scholars.			
	Boys.		Girls.	
	1892.	1891.	1892.	1891.
English	2,059	1,985	...	150
Oriental	8,190	9,963	183	141
Vernacular	24,578	29,422	723	1,154
Total ...	34,827	41,370	906	1,445

SECTION V.—EDUCATION, SPECIAL.

NORMAL SCHOOLS.

80. For the greater part of the year under report there were four normal schools—at Agra, Lucknow, Allahabad, and Bareilly. But in January 1892 the long contemplated measure of abolishing the normal school at Bareilly and selling the building to the college committee for the purpose of an additional boarding-house was at last carried into effect. At that time there were 30 students on the rolls, of whom 25 proceeded to Lucknow and were enrolled in the normal school of that city. Why the remaining 5 students did not go to Lucknow like the rest to complete the full session, the Head Master does not explain. Perhaps students from a remote district like Bijnor—the most western district of the Rohilkhand Division—were deterred by the distance. Two teachers of the Bareilly staff were added to the Lucknow staff, in order to strengthen the teaching power for the increased number of students.

81. The following table, prepared in the usual form, gives the abstract of enrolment and expenditure for the year under report :—

Government Normal Schools for Vernacular Teachers.

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teachers.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.		Rs.	Rs.	
Agra	100	14,181	...	363	14,544	145·4
Lucknow	129	15,764	...	13	15,777	122·3
Allahabad	89	13,559	...	115	13,674	153·6
Bareilly	28	4,020	...	...	4,020	143·6
Total ...	346	47,524	...	491	48,015	138·8

Since the previous year there has been an increase of 32 students in the enrolment, and of Rs. 4,451 in total expenditure : but the incidence of cost per student has been identically the same.

82. On account of the large number and variety of subjects, and the difficulty of some of them individually, the course is made to cover a period of two years. At the end of the first year a general examination is held by the Head Master and staff with a view to seeing whether the students have mastered each subject sufficiently to be fit for promotion. The results of the first year examination held in April last are shown below :—

Results of the first year examinations of the Normal Schools, 1891-92.

Name of school.	Upper grade.			Lower grade.		
	Total number of students.	Number passed for promotion.	Percentage.	Total number of students.	Number passed for promotion.	Percentage.
Agra	21	12	57	21	13	62
Lucknow	14	14	100	68	66	97
Allahabad	14	*14	100	28	23	82
Total ...	49	40	82	117	102	87

* Includes a student who was absent but promoted to 2nd year class.

83. In the final examination, both oral and written, held as late as possible at the close of the annual session, 77 per cent. of the candidates passed in the upper grade and 81 per cent. in the lower. Those who pass in the upper grade are eligible for teachership in the middle section of middle vernacular schools; the rest for teachership in the primary section or in village schools. The results of the last examination are shown below :—

Results of the final examination of Normal Schools.

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Pupil teachers	Agra...	24	21	88	33	31	94
	Lucknow	11	7	64	51	33	65
	Allahabad	26	20	77	21	21	100
	Total ...	61	48	79	105	85	81
Private candidates	Lucknow	2	1	50	19	8	42
	Allahabad ...	8	...	...	109	2	2
	Total ...	10	1	10	128	10	8
	GRAND TOTAL ...	71	49	69	233	95	4

84. Regarding the final examination as held at Agra, the Inspector, 1st Circle, has given the following remarks:—"As the curriculum is still under trial and may be capable of improvement, I directed the teachers to set the examination papers in their own subjects. The Assistant Inspectors were asked to scrutinize the papers at the time of the examination, and where they appeared defective, to modify them by altering the questions. This seemed to me the best way of ascertaining what kind of teaching is given in the school under the new curriculum, and how far the students were profiting by it. I myself was present at the practical examination in physical science, chemistry, and surveying, and at a short examination in drill. The arrangements which had to be made for the carrying out of this examination entailed immense labour on the officiating Head Master, as 71 sets of question papers had to be printed for the four classes. The questions set in physics and chemistry would perhaps be considered difficult for the text-book prescribed. Some time ago, however, Munshi Krishna Sevak Lal reported to me that he found this book too meagre, and I authorized him to supplement it with experiments and explanations, which the students were to take down in their note-books. There was at first a demur on their part to the idea of having to learn anything without a text-book; but the practical examination showed that the plan had answered, as indeed it was bound to do. They performed and explained simple experiments in hydrostatics, electricity, and chemistry successfully, only failing in one instance, *viz.*, bleaching indigo dye with chlorine."

The above account is highly satisfactory as to the improvements that can be and are in fact being made in the method of teaching science at normal schools, and shows that an intelligent interest can be aroused in such a subject when it is intelligently taught. A less satisfactory side to the question, however, becomes conspicuous, when we reflect that these same teachers, trained as they have been on a rational method at the normal school, will be disabled, owing to the want of similar apparatus and appliances, from teaching the same subject on an equally rational plan at the schools to which they will shortly be sent. It was at considerable cost and with great difficulty that a sufficient supply of such appliances was procured for each of the three normal schools about two years ago. The middle schools (tahsíli and pargana) cannot be similarly provided; and hence the science teaching must, I fear, remain to a large extent as mechanical and unprofitable as it has been hitherto. The Chairman of the Etáwah District Board makes some remarks on this subject, which are worth quoting:—"The subject to which I am about to allude is really a departmental one, but at the same time it is one of some general interest. I allude to the introduction of so-called scientific text-books in vernacular schools. In my opinion, this is a mistake, for the following reasons:—(1) Science can only be taught by training the powers of observation and deduction, that is, *experimentally*; (2) the teachers are, as a rule, entirely ignorant of the simplest principles of science, and the consequence is that the boys get up the lessons by rote without any attempt at correlation of the facts contained in them." The difficulty about teachers can be removed in time, since the new men placed under training from year to year have and will have the benefit of the experimental teaching which can now be given them at normal schools. But until scientific appliances and apparatus can be supplied to each vernacular middle school on the same scale as they have been supplied to the normal schools (and this on account of the costliness is impossible, considering how difficult it was to find the means for supplying even three normal schools), it must be confessed that no tangible benefit will be derived from all

that has been lately spent on the science teaching at the normal schools and from the trouble that is taken in training the teachers to an appreciation of scientific methods.

85. In the 2nd or Oudh Circle, the final examination was carried out by Rai Bahádur Lakshmi Sankar Misra, the then Officiating Inspector. His report of the examination is favourable. "All the candidates did well," he writes, "in oral subjects. The multiplicity of subjects renders this examination very hard, and those who pass completely in all the subjects must be considered exceptionally good students."

The report from the Inspector, 3rd Circle, is to a similar effect.

86. Mr. Boutflower, the Inspector, 1st Circle, is not at all satisfied with the state and surroundings of the Agra normal school. He reports that the students have not enough to eat; that the period of study (two years) is too long and too exhaustive; that the buildings are too small for the number of inmates housed in them, and are hence insanitary; that there is no practising school; and that many of the requirements of the curriculum are superfluous, imposing a needless burden on the teachers and students. The following remarks are taken from his annual report:—

"The internal condition of the school is far from satisfactory. The stipends of the students are, I am afraid, in some cases too small to supply their wants. In addition to having to pay for their food, their clothes, and their books, some of them have wives and children more or less dependent on them, and the monthly stipend is under such circumstances inadequate. It is the opinion of the officiating Head Master that some of them do not actually get enough to eat, and this is borne out by the fact that although there has been no serious sickness in the school, ailments of various kinds interfering with work have not been unfrequent.

"Then again the protracted period of study extending over two years, the enormous amount of labour demanded of them under the new curriculum, and the fear of failing at the final examination, add to their troubles. The Assistant Inspectors and the masters of the school have assured me, that were it not for the fear of having all that they possess in the world sold up in order to meet the forfeiture of their engagements with the Government, most of them would run away.

"Another difficulty remains to be mentioned. The Civil Surgeon reports that he considers the accommodation insufficient, and that the number of inmates of each room in the barracks should not be more than five. If this recommendation be acted on, the number of boarders will be reduced to 65, unless the buildings are enlarged. But we cannot afford to reduce the outturn of students, if the vernacular schools of the circle are to be supplied with properly trained teachers; for the Assistant Inspectors estimate that it is already below the number required."

Other remarks follow representing that the normal school cannot do its intended work without a practising school, which at present does not exist; that the practising school, even if it existed, would (as he explains) be of no use at present, since the students, if they spent any time in it, would not have enough time left for getting up all the subjects included in the present curriculum; hence he urges the necessity of excluding altogether from the course such subjects as Roman-Hindustani, Dr. Bonavia's medicines, and algebra, and making several other subjects optional which are now compulsory; and hence lastly he points to the possibility of reducing the period of the lower grade course from two years to one and of raising the value of the stipends. A copy of all these representations has been sent to the Chairman of the Conference of Assistant Inspectors, which has been appointed by me to meet in September next to discuss not only the status of normal schools, but the vernacular work generally in all its branches. As two of the assistants selected to attend the Conference are from Mr. Boutflower's own circle, his views will no doubt be well represented and fully considered. Mr. Boutflower is not alone in thinking that the curriculum should be lightened (although the removal of Roman-Hindustani would be a retrograde step); and Mr. White, the Director of Public Instruction, had decided on the holding of a conference for scrutinizing and amending the normal school curriculum before he left India.

87. I may here remark before closing this subject that the Directors of Public Instruction in this province do not seem to have attached much importance to having practising schools attached to *vernacular* normal schools; and (though it may seem a paradox to say so) I think they were right. The first and main object of vernacular normal schools in this province has been to ensure that every student sent out as a teacher shall be well grounded in all the subjects that he may be required to teach; and this is certainly one of the first objects for which training schools or colleges exist in any part of the world. To turn out men who shall be able to teach the entire village course, sometimes in both forms of the vernacular, on a salary of from Rs. 6 to Rs. 12 a month, is not an easy matter. The same man has often to teach three, four, or even five classes. He has to do this in the best way that he can; and the

results of our village school teaching, however cheap and faulty its method may be, have been anything but nugatory. It is a fact that thousands of village students leave school every year, who can read and write their mother tongue with facility and correctness, work out questions on the commercial rules of arithmetic, and solve elementary problems on the field-book, besides picking up a few rough ideas on history and geography. The important fact to be noticed is not how the result is obtained, but that it *is* obtained. To put a normal school student through a scientific method of training, such as a practising school under a professional trainer is expected to impart, does not seem to be the first thing needed as a preparation for the primitive and less scientific work, which the same man will afterwards have to do as a village teacher.

88. We have no means of raising the pay of village school teachers, except by greatly reducing the number of existing village schools. This does not seem to be advisable, since many schools have been reduced already of late years. In estimating the stipends to be given to students at normal schools, we are debarred from fixing these stipends at a higher rate than the salaries which the same men will afterwards receive on being first sent out as teachers to village schools.

SECTION VI.— THE EDUCATION OF NATIVE GIRLS.

89. Girls' schools come under two classes, those which are maintained, and those which are aided, by public funds. The following table relates to girls' schools of the former class :—

State Primary Vernacular Girls' Schools.

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar (*b*).
		Upper primary section.	Lower primary section.	Total.	Public funds (*a*).	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1892 ...	136	152	2,765	2,917	17,035	12	...	17,047	5·8
1891 ...	151	158	3,156	3,314	17,762	12	59	17,833	5·5

(*a*) Including expenditure from Municipal Funds.
(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

90. The following extracts convey the views and impressions formed by Commissioners or by Chairmen of District Boards regarding female schools, about which it is difficult (as we must acknowledge) to come to any decided opinion.

The Chairman of the Ballia District Board writes thus :—"There are two girls' schools in this district—one at Ballia and the other at Rasra. The former has 19 pupils and the latter 20 on the rolls against 23 and 12 respectively in the preceding year. I regret that the cause of female education meets with such little support in the district. We can only hope that in course of time the people will become more familiarized with the idea and perceive its advantages."

The Commissioner of the Agra Division writes thus :—"The pay of the female teachers is far too low. This is a common defect all over the provinces. If the department is serious in its wish to promote female education, more money must be provided for the mistresses." The same officer, in reviewing the report for Muttra district, remarks as follows :—"In my opinion, the sums relinquished by the girls' schools should go to primary education. On the other hand, if female medical skill is desired by this country, female education must prepare the way, and the narrowing circle of female education is in that light much to be deplored."

The Chairman of the Mainpuri District Board writes as follows :—"There were five girls' schools under the District Board in the year under report, as in the year previous to it. Of these, two owed their maintenance solely to the Board, and the other three to the Court of Wards aided by the Board. All these schools, with the exception of that at Chilaunsa, are merely schools in name and have shown no signs of activity or improvement. One of these, *viz.*, Midhaoli, has been abolished since the close of the year under report; and the question of abolishing another, *viz.*, Bhadona, is under consideration."

91. In the Rohilkhand Division there were 31 girls' schools in the year under report as against 34 in the previous year. Regarding these the Assistant Inspector (who examined several of them himself) makes the following remarks :—

"The attempts made at educating girls through these schools are somewhat disappointing. This state of things is, in my opinion, due to several causes : (1) to the want of well behaved and efficient mistresses ; (2) to the want of due appreciation on the part of the people ; (3) to the want of proper supervision on the part of the district

inspecting officers; (4) to the want of interest among the members of the District Boards." There is surely a fifth reason to be added to these four, *viz.*, the custom of early marriage. As soon as a girl's mind is beginning to develop (as it generally does if she remains long enough in school) she is taken off and married; and there is an end to her schooling. This is the most disappointing and discouraging fact of all in connection with female education. The same Assistant Inspector reports that in the Shâhjahânpur district he has sometimes seen girls reading in the same class with village school boys; and at one centre he adds rather quaintly that a certain girl "was the sharpest of all the male students of the class."

92. In the 3rd Circle (Allahabad and Benares) there were 12 girls' schools as before, and there has been no change worth mentioning either in the classification or the enrolment. The Assistant Inspector of Allahabad writes in very much the same strain as the Assistant Inspector of Rohilkhand, attributing the want of improvement "to the apathy of parents, the disinclination of the upper classes to send their daughters to a public school, and the absence of well trained female teachers." Out of an enrolment of 111 only 4 are above the two lowest classes. The Benares Inspector writes rather more favourably:—"I am not yet hopeless regarding the success of female education in India, but much cannot be expected for some time to come. The only thing that can lead to success is to teach really useful subjects to girls. The mission girls' schools at Benares and Gorakhpur are doing very fairly, and the Government school at Gola (district Gorakhpur) is in a highly satisfactory state."

93. In the 1st Circle there are altogether 34 girls' schools. In the Agra Division the number of girls' schools fell from 28 to 20, 8 schools having been closed from paucity of attendance and inefficiency of instruction. In the Meerut Division 12 schools were retained out of 13. In the Bundelkhand Division 2 schools were retained out of 3. In none of these Divisions does the Assistant Inspector commit himself to the expression of any opinion as to the prospects of future improvement. In all of these Divisions the tendency so far has been in the direction of closing schools rather than in that of retaining and developing what existed.

94. In the Oudh Circle there are 43 girls' schools, 10 in the Fyzabad, and 33 in the Lucknow Division. In the Fyzabad Division the results of the last annual examinations were, as given in the accompanying table, which shows that some of the girls' schools at least, though not as many as could be wished, are well beyond the alphabet stage:—

Year.	Class V.			Class IV.			Class III.		
	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
1890-91 ...	16	15	8	9	9	5	6	6	3
1891-92 ..	17	15	12	10	10	10	7	7	1

In the Lucknow Division of Oudh out of the 33 schools, 23 are maintained by the District Boards and 10 by the Municipal Board, Lucknow. The examination results of these 33 schools are shown in the accompanying table. There has been some falling off since the year 1890-91; but the Assistant Inspector, who examined many of these schools himself last year, does not consider that the difference is more than accidental. There are no schools in the Oudh Circle which preserve such uniform success as those maintained by the Municipal Board in Lucknow and managed by Miss D'Abreu, the Deputy Inspectress:—

Year.	Class V.			Class IV.			Class III.		
	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
1890-91 ...	54	51	28	33	29	16	21	20	13
1891 92 ...	31	28	17	20	18	10	9	9	6

Secondary Girls' School in Lucknow City.

95. In consequence of the success which has attended the Lucknow girls' schools for some years past, it has been possible to open in Lucknow, and nowhere else, a girls' school teaching up to the Middle Vernacular standard. This has now been in existence for two years. Half the cost is borne by the Municipal Board and half by the Government. The school therefore takes rank as an aided secondary girls'

school. During the year under report the average monthly enrolment was 22, and the average daily attendance 16. Of the 22 girls on the rolls 6 were in the first or highest class. Out of these 6 girls two appeared for the middle examination and both passed, one in the first division with some distinction in language and mathematics, the other in the second division. This is a very creditable result. One special mistress is provided for this middle class; and Miss D'Abreu herself assists largely in its supervision. If such candidates are widows unencumbered with domestic cares and free to earn their own living, here is a source from which, though small at present, efficient mistresses might be provided.

96. The schools for girls under private management fall into two main classes, Vernacular, and English or Anglo-vernacular. All these schools are under missionary management. The statistics for the last two years are shown in the usual form as below :—

Under private management—Aided Schools for native girls.

Class of school.		Number of schools.	Number of scholars.			Expenditure.			
			In secondary stage.	In primary stage.	Total.	From public funds.	From Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary, English ...	1892 ...	9	123	743	(a)866	10,860	174	23,302	34,336
	1891 ...	8	101	752	853	10,740	..	38,062	48,802
Primary... Vernacular ...	1892	155	...	5,130	(b)5,130	16,926	1,348	42,362	60,636
	1891 ...	156	...	5,352	5,352	16,672	976	35,702	53,350
Primary... English ..	1892 .	8	...	441	(c)441	5,008	...	8,182	13,190
	1891 ..	7	...	451	451	4,872	144	10,537	15,553
Total ...	1892 .	172	123	6,314	6,437	32,794	1,522	73,846	1,08,162
	1891 ...	171	101	6,555	6,656	32,284	1,120	84,301	1,17,705

(a) Except 16 all these girls are returned as Christians.
(b) Of these 682 girls " " "
(c) Except 72 all these girls " " "

The Vernacular schools are much the same in character as those maintained by the District or Municipal Boards, on which I have already reported. The English or Anglo-vernacular schools are on a very different footing. Almost all the girls attending these schools are native Christians, with whom are sometimes associated East Indian girls of the poorest class and occasionally Parsi girls. These schools are becoming more and more important; and from what I have myself seen of those at Gonda, Sitapur, Fyzabad, and Lucknow, they appear to contain the germ of much future promise. There are several promising schools of the same description in the larger towns or cities of Rohilkhand. Four things are needed to promote the progress of these schools (1) a grant-in-aid code similar to that for boys; (2) a public middle examination, rather less exacting than that for boys; (3) a scholarship system, and (4) an Inspectress. The best students from these schools might be induced to undergo a medical training for the Lady Dufferin hospitals.

97. Among all the Anglo-vernacular girls' schools with which I am acquainted I know of none which equals the Lal Bagh Girls' School in Lucknow, under the superintendence of Miss Thoburn. This school has adopted the zila school curriculum in its entirety, and sends up candidates for matriculation. More recently it has formed an Intermediate department in affiliation with the University of Allahabad. Both in this school and in the Anglo-vernacular schools referred to in the previous paragraph the majority of the students are boarders: hence the attendance is more regular, the training better, and the tuition more systematic.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European Schools.

98. There is a special code of standards, with special grant-in-aid rules, for schools attended by the children of Europeans and East Indians. For these schools there is no fixed academic year as there is for native schools. The year is reckoned as

the 12 months preceding the last annual inspection made by the Government Inspector. The statistics given below and throughout this section relate to the past year as thus defined :—

Attendance at the European Schools.

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1892.	1891.	1892.	1891.	1892.	1891.	1892.	1891.	1892.	1891.
Boys ...	92	69	365	346	649	598	223	200	1,329	1,213
Girls ...	51	39	337	346	409	462	145	159	942	1,006
Total ...	143	108	702	692	1,058	1,060	368	359	2,271	2,219

99. The total increase of students amounts to 52, most of which increase has occurred in the high section. The number of students attending hill schools, as compared with those attending schools in the plains, has varied very slightly within the last two years, as will be seen from the figures given below :—

	Boys.		Girls.	
	1892.	1891.	1892.	1891.
In the hills	590	527	320	313
„ plains	516	486	477	534
Total ...	1,106	1,013	797	847

N.B.—Infants are excluded from the above abstract.

100. The Government expenditure in these schools, disbursed in the form of grants earned or given under the code, is shown in the following table :—

Government expenditure on European schools.

Class of schools.		Number of schools.	Grant earned under the code.	Grants under article 28 of the code (final standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.			Rs.	Rs.	Rs.	Rs.
High ...	1892 ...	8	23,679	3,891	885	28,455
	1891 ...	8	23,510	3,685	825	28,020
Middle ...	1892 ...	6	6,680	...	657	7,337
	1891 ...	6	8,444	...	765	9,209
Primary ...	1892 ...	7	7,481	...	1,657	9,138
	1891 ...	7	6,505	...	790	7,295
Total ...	1892 ...	21	37,840	3,891	3,199	44,930
	1891 ...	21	38,459	3,685	2,380	44,524
Girls.						
High ...	1892 ...	8	25,744	3,365	692	29,801
	1891 ...	5	15,975	2,610	465	19,050
Middle ...	1892 ...	4	7,828	...	58	7,886
	1891 ...	6	14,980	1,505	203	16,688
Primary ...	1892 ...	2	1,061	...	...	1,061
	1891 ...	2	1,724	...	...	1,724
Total ...	1892 ...	14	34,633	3,365	750	38,748
	1891 ...	13	32,679	4,115	668	37,462
GRAND TOTAL ..	1892 ...	35	72,473	7,256	3,949	83,678
	1891 ...	34	71,138	7,800	3,048	81,986

The total expenditure, as will be seen from the above, falls under three main headings—grants earned under the code and awarded on the results of the Inspector's oral examination, grants earned under the code for the public written examination in the final standard, and money given in charity by the State as a contribution towards

the school fees and boarding charges of indigent children. Under the first heading the expenditure has increased by Rs. 1,335; under the second heading it has decreased by Rs. 544, and under the third heading it has increased by Rs. 901. That such an expenditure as the last (which in the year under report amounted to nearly Rs. 4,000) should be needed at all, shows to what a depressed condition the Europeans or East Indians of this country have in many cases fallen. The figure (Rs. 4,000) shows only what is contributed by the State towards the maintenance and education of children of the indigent class; but large sums are given in addition by charitable societies. It was to prevent, if possible, the growth of such a class that the Indian code was drawn up.

101. The incidence of cost per scholar in average attendance is shown below:—

	Boys.		Girls.	
	1892.	1891.	1892.	1891.
	Rs.	Rs.	Rs.	Rs.
High schools	37	40	45	42
Middle „	29	31	32	40
Primary „	31	27	27	26
Total ...	34	35	41	40

102. Once a year, and as far as possible on a fixed date that is renewed periodically from year to year, these schools undergo an examination *in situ* by the Inspector appointed for the purpose. Every class, except that in preparation for the 8th or final standard, is examined in all subjects of the standard under which it is enrolled, in some subjects orally and in others on paper. At the commencement of the year 1891 the total number of European schools so examined was 39; but by the close of the year this number fell to 29, a decrease of 10. All grants were withdrawn from railway schools on the result of a correspondence between the Local and Supreme Governments. This affected 5 East Indian Railway schools—at Mughal Sarai, Cawnpore, Tundla, Aligarh, and Gháziabad, and 2 North-Western Railway schools—at Saharánpur and Mussoorie respectively. The grant to St. John's School at Meerut ceased, because the school itself had dwindled away almost to nothing. The grant to the Fatehgarh Station School was withdrawn, as any claim to aid which the school might have had was believed to be on the side of the Military Department rather than on the Civil Government of this province. The grant to the Diocesan Boys' School at Cawnpore ceased on account of the school being closed, and the school was closed on account of an insufficiency of local support. "Even with the aid that it received," as Mr. Dodd, the Inspector, reports, "the school never paid its way: and as parents now prefer sending their children to schools in the hills, the wisdom of ever starting a school at Cawnpore was more than doubtful, the more so as the Memorial School in Cawnpore had previously received a fair trial and had to be given up." The seven railway schools still continue to exist; but though the grants have been withdrawn, it is not improbable that they will seek to come again under inspection as Unaided schools. Three of them have applied for this already.

103. Besides the annual inspections held orally or in writing by the Inspector *in situ*, there are now three general examinations simultaneously held at certain fixed centres, in which candidates from these schools are collected for the purpose:—

(1) The final or high standard of the code.

(2) The middle scholarship examination.

(3) The primary scholarship examination.

For these examinations Mr. Wright, the Principal of the Government College, Benares, has all along been Registrar: from his report I quote the following remarks:—"The final examination was first organized in 1887, and the scholarship examinations were added in 1889. Whilst adhering to the general outlines and conditions of the code, each standard has been much modified, altered, and improved, as experience suggested from time to time. The examinations of 1891 form the last of the series. Each examination is conducted by a separate board of examiners, and the examiners are chosen from the same class of professors and masters as the entrance examiners of the University of Allahabad.

"The final examination is a standard of marks only, and the results are arranged in two divisions. In order to pass, candidates must obtain a minimum of 40 per cent. of the aggregate *number of marks* allotted to the compulsory subjects, quite irrespectively of the number of such subjects in which they have passed or failed, provided the number of compulsory subjects in which a candidate has passed is not less than three. All who pass by this standard receive a certificate, and this certificate, with certain provisions, is accepted by the University of Allahabad in lieu of the Entrance certificate under Regulation 8."

104. The following tables furnished by the Registrar show the results of the final examination for each school during the last two years:—

Final Standard Examinations of European Schools, 1891 *and* 1890.

	Name of school.	1891. Candidates.	1891. Passed.	1890. Candidates.	1890. Passed.
For Boys...	St. George's College, Mussoorie	20	6	25	14
	St. Fidelis' School, "	12	2	4	2
	Boys' Diocesan School, Naini Tal	5	1	9	6
	Boys' Oak Openings, "	3	...	3	2
	St. Joseph's Seminary, "	6	3	4	1
	St. Peter's College, Agra	2	1	...	...
	Boys' High School Allahabad	8	3	8	4
	European School, Katra, "	....	...	1	...
	Private candidate	1	...	...	...
For Girls...	Caineville School, Mussoorie	2	1	...	...
	Girls' High School, Allahabad	5	1	13	6
	Girls' Boarding School, Cawnpore	...	...	3	2
	Girls' Wellesley School, Naini Tal	6	2	6	5
	Girls' Diocesan, "	5	5	7	7
	St. Mary's Convent, "	4	1	1	1
	La Martinière Girls' School, Lucknow ...	5	5	...	...
	St. Mary's Convent, Allahabad	1	1	...	....
	Total ...	85	32	84	50

Final Standard Examination of European Schools, 1891.

	School.	Compulsory subjects. Candidates.	Passed. English.	Passed. French, Urdu, or Latin.	Passed. Arithmetic and book-keeping.	Passed. Mathematics.	Passed. History.	Passed. Political economy and geography.	Optional subjects. Drawing. Geometrical. Candidates.	Geometrical. Passed.	Free-hand. Candidates.	Free-hand. Passed.	Elementary physics. Candidates.	Elementary physics. Passed.	Chemistry. Candidates.	Chemistry. Passed.	History of India and England. Candidates.	History of India and England. Passed.	Music. Candidates.	Music. Passed.	Mathematics. Candidates.	Mathematics. Passed.	Botany. Candidates.	Botany. Passed.
For Boys.	St. George's College, Mussoorie ...	20	11	17	15	12	...	14	11	...	11	...	6	3	1	...	16	11	...	...	.	..	..	...
	St. Fidelis' School, " ...	12	4	1	11	5	...	5	...	...	...	...	..	...	...	..	...	...	..	..	...	...	...	..
	Boys' Diocesan School, Naini Tal ..	5	2	3	5	2	...	4	...	...	...	...	...	.		...	4	4	...	..	...	..	...	..
	Boys' School Oak Openings, " ...	3	1	2	2	2	...	2	...	...	...	...	3	1			...	...	...	...	...	...	..	...
	St. Joseph's Seminary, " ...	6	3	4	5	4	...	4	...	...	...	...	..	.	...	...	...	...	...	...	...	..	...	..
	St. Peter's College, Agra	2	1	2	2	2	...	2	...	...	...	...	...	...	...	..	...	...	...	...	...	.	...	.
	Boys' High School, Allahabad ...	8	6	6	5	5	...	5	...	...	...	...	...	.	...	...	...	...	..	...	..	...	...	...
	Private candidate	1	...	...	....	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	..
For Girls.	Girls' High School, Allahabad ...	5	3	2	5	...	5	3	...	...	...	...	..	...	.	.	...	...	1	1	1	1	...	...
	Girls' Wellesley School, Naini Tal ...	6	5	3	2	...	6	1	3	...	3	3	...	...		..	...	...	2	2	3	1	5	3
	Girls' Diocesan School, " ...	5	5	5	5	...	5	5	5	...	5	1	...	..	...	...	...	...	5	3	5	5	...	...
	St. Mary's School, " ...	4	1	3	2	...	3	1	...	...	...	...	...	.	.	.	...	...	..	...	2	1	...	...
	Caineville School, Mussoorie ...	2	2	2	2	...	2	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...		...
	La Martinière Girls' School, Lucknow ...	5	5	2	5	...	5	5	1	...	1	1	...	..	...	..	...	...	4	3	...	..	...	...
	St. Mary's Convent, Allahabad ...	1	.	1	1	...	1	1	...	...	...	...	...	...	...	.	...	...	1	...	...	...	..	...
	Total ...	85	49	53	67	32	27	53	20	...	20	5	9	4	1	..	21	15	13	9	11	8	5	3

"From the above tables it will be seen," as Mr. Wright reports, "that the number of candidates is practically the same as in 1890, whilst the ratio of success is considerably lower. The girls, as usual, beat the boys all along the line, a result still more apparent in the tables that were published in the Government Gazette. The Girls' Diocesan School in Naini Tal for the third year in succession passes all its candidates, and La Martinière Girls' School, Lucknow, (which this year competed for the first time) also highly distinguished itself None of the other schools came out of the examination with much credit. The falling off in the Boys' Diocesan School, Naini Tal, is most

conspicuous. With regard to compulsory subjects, the failures are pretty equally distributed, except in Urdu, which was an unusually disastrous subject, St. Fidelis' School, Mussoorie, having almost completely failed. The boys of St. George's College, Mussoorie, did very well in Latin. The girls, as usual, mostly do well in arithmetic. About the same number of optional subjects was taken up as last year, with about the same proportion of success. Geometrical drawing was again a complete failure, not one of the 20 candidates being successful. With regard to Perspective, Colonel Brown, the Principal of the Roorkee College, the examiner, writes :—'Evidently no instruction given, and it is only waste of time for the examiner and students, if the latter are allowed to take up a paper: they know little or nothing about it.' The stricture is not too severe, but the results of previous examinations seem to show that the standard set in Perspective is too high for the capacity of the average student, and girls this year did not even attempt it. No such excuse, however, can be made for the failure of the boys of St. George's College, Mussoorie, in model."

105. One great reason, and perhaps the only reason, for the unsatisfactory teaching of drawing at the European schools is that none of the Inspectors who have been appointed in different years to inspect and examine the European schools knows anything about the subject: hence the subject has not been properly watched. There is a strong opinion, too, that candidates should be allowed to take up *one* branch of drawing (freehand, geometrical, or perspective), and should not be forced to take up all three at once. Geometrical drawing is all that is required for Roorkee.

106. "For the middle scholarship examination. 27 candidates appeared in 1891, as against 13 in 1890, an increase of more than double. Of all the 27 candidates only two failed to pass the examination for the certificate. Seven candidates passed in the first division, and six of these were girls. The age clause in paragraph 104 of the code shuts out most of these successful candidates from the scholarship list, but this year five scholarships were obtained. High marks were obtained by many of the candidates in several of the subjects. Drawing was again a success, though the examiner was not satisfied with the specimen of geometrical drawing, excepting in the case of the Wellesley Girls' School and the Priory Boys' School, both in Naini Tal. None of the candidates this year attempted the optional subject 'science.'" (Extract from Mr. Wright's report.)

107. "For the primary scholarship examination 28 candidates appeared as against 20 in 1890 and 5 in 1889. Twelve out of the 28 passed the examination, 6 obtaining scholarships under article 107 (*b*) of the code. The first division, consisting of 6 candidates, is headed by two boys from the Colvin Free School, Allahabad, both of whom passed an excellent examination, obtaining very high marks. All the candidates from this institution were successful." (Extract from Mr. Wright's report.)

108. The University Entrance Examination is not recognised in the Indian Code, and no grants are allowed for passing it. Nevertheless some schools pay more attention to the Entrance Examination of the University than to the final examination of the Code, owing (as I hear) to the frequent changes that have been made at different times in details and rules relating to the examination last named. The Boys' High School, Allahabad, under the very efficient management of its Head Master (Mr. A. B. McFarlane), is one which for the reason stated has preferred the Entrance Examination, but not without incurring a serious loss of grant, which the school can ill afford. Two of the girls' schools (the Diocesan and the Wellesley School, both at Naini Tal) are in the habit of sending up candidates for both examinations.

The following table shows the results of the Entrance Examination in 1892 :—

	Presented.	Passed.
Cantonment School, Agra	1	..
St. Peter's College, Agra	3	2
Diocesan Boys' School, Cawnpore	2	...
" Naini Tal	2	1
Diocesan Girls' School, "	6	5
Boys' High School, Allahabad	7	5
St. George's College, Mussoorie	1	...
Wellesley Girls' School, Naini Tal	3	3
Total ...	25	16

Perhaps when the Code is revised next year, the question as to whether the University Entrance should not be accepted as entitling to a grant might be re-opened: for this examination is now of a much more practical character than it was when the Code was first drawn up, and new subjects like drawing, elementary science, and Urdu are being introduced. The English course, too, has been made much more practical than it was, when the University was first started. It is hoped, too, that when the Code has once been revised under the authority of the Government of India, no change of any kind, except in petty matters of detail, will be necessary for the next five years at least.

EDUCATION OF MUHAMMADANS.

109. The number of institutions chiefly, and in some instances solely, attended by Muhammadan students is shown in the following abstract :—

Institutions wholly or mainly intended for Muhammadans during 1891-92.

Class of institution.	Division.	Name of institution.	Number of institution.	Number of scholars on the rolls on 31st March 1892.	
				Total.	Muhammadans.
Colleges ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh.	1	*102	80
Secondary ...	" ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	214	176
	Oudh ...	Madrassa Alia Islamia, Lucknow ...	1	159	111
	" ...	Husainabad School, " ...	1	111	63
	" ...	F. Q. Anglo-Vernacular School, Nanpara (Bahraich).	1	80	62
	Benares ...	Chashma-i-Rahmat School, Gházipur (Oriental Department).	1	174	149
	Rohilkhand ...	Tajul Madaris, Amroha	1	81	75
	Kumaun ...	Persian School, Almora	1	51	42
		Total, Secondary ...	7	870	678
Primary ...	Agra ...	Islamia English School, Etáwah ...	1	38	32
	" ...	Two girls' schools, Mainpuri ...	1	32	32
		Total, Primary ...	2	70	64
Indigenous ...	Meerut ...	...	581	6,364	6,364
	Agra ...	...	21	223	223
	Bundelkhand ...	...	6	59	59
	Oudh ...	...	695	5,030	4,343
	Allahabad ...	...	91	1,291	1,265
	Benares ...	...	134	1,033	1,033
	Rohilkhand ...	...	260	4,041	3,686
	Kumaun ...	...	2	42	42
		Total, Indigenous ...	1,790	18,083	17,015
		GRAND TOTAL ...	1,800	19,125	17,837

* Excluding 66 scholars (33 Muhammadans) of the Law Department of the College.

As compared with the similar statement shown in the previous report, there has been a decrease of 14 in the number of institutions and a rise of 684 in the number of students. Besides the above, 22 girls attending the secondary schools under public management, referred to in paragraph 95 above, were Muhammadans. Of the primary vernacular schools for girls under the management of missionaries there are 13 schools in Oudh and 11 in Rohilkhand, which have been returned as wholly or mainly attended by Muhammadan girls. At the close of the year on the rolls of the latter there were 394 girls, all Muhammadans, and out of 887 girls on the rolls of the former, 619 were Muhammandans.

SECTION VIII.—RECOMMENDATIONS OF THE EDUCATION COMMITTEE.

110. Physical education has been extended as far as possible to middle vernacular schools, and to some extent to village schools; in making appointments to zila schools the claims of men employed in aided schools have been favourably considered; a supplement to the departmental Manual of General Orders has been printed; in the Muir Central College the fees of students attending the B.A. and M.A. classes have been raised; the duties of Inspectors and Deputy Inspectors have been more clearly defined; steps were taken towards the close of the year under report for the opening of a school for the sons of talúkdárs in Lucknow, and for the teaching of science and drawing in certain selected zila schools; but a full account of these last measures must be reserved for the next report.

ALLAHABAD:
The 25th August 1892.

J. C. NESFIELD, M.A.,
Offg. Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1891-92.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions				
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles	Number of towns and villages.	Population.*		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of—	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111	Towns, 297 Villages, 105,124 Total 105,421	Males, 24,303,601 Females, 22 601,484 Total .. 46,905,085	Institutions. For males	15	8	472	4,185	5	54	4,739	1,562	4,094	10,395	Institutions to number of towns and villages. 9·86	
			Institutions. For females	...	...	22	314	1	2	339	...	128	467	·44	
			Total	15	8	494	4,499	6	56	5,078	1,562	4,222	10,862	10 30	
			Scholars. Males ..	1,800	792	52,051	147,814	356	3,627	206,440	17,633	45,684	2,69,757	Male scholars to male population of school-going age. 7 40	
			Scholars. Females ...	...	...	1,806	9,002	2	128	10,938	...	1,875	12,813	Female scholars to female population of school-going age. 38	
			Total ...	1,800	792	53,857	156,816	358	3,755	217,378	17,633	47,559	282,570	4 02	

* Census of 1891.

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

(For details see General Table IV)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males ...	2,55,591	1,66,628	9,94,238	6,24,065	50,573	58,353	21,49,448	30,132	41,266	2,52,399	94,591	3,13,622	31,551	1,05,113	8,68,674	33,53,376	
For females ...	...	...	2,32,622	1,02,134	18	480	3,35,254										
Total ...	2,55,591	1,66,628	12,26,860	7,26,199	50,591	58,833	24,84,702	30,132	41,266	2,52,399	94,591	3,13,622	31,551	1,05,113	8,68,674	33,53,376	
2. (*a*)—Percentages of Provincial Expenditure in columns 2—17 to Total Provincial Expenditure on Public Instruction.	20·0	26·1	21·0	3·1	...	3·9	74·1	...	7·5	...	4·7	11·1	·2	2·4	25·9	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·3	...	24·9	37·7	3·3	1·1	67·3	...	...	17·5	1·9	11·0	·9	1·4	32·7	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	5·8	·6	51·2	31·4	...	·3	89·3	...	...	...	6·7	2·8	·9	·3	10·7	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	7·6	36·6	4·9	21·7	1·5	1·8	74·1	·9	1·2	7·5	2·8	9·4	1·0	3·1	25·9	100	

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1891-92—(continued).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—								
Government Institutions ... Cost to Provincial Revenues ...	75 5 6	370 1 8	0 11 9	...	...	9 1 7	17 6 0	
Government Institutions ... Cost to Local and Municipal Funds ...	3 4 5	...	20 13 7	5 5 7	137 5 8	4 10 7	16 12 9	
Total Cost ...	104 11 8	401 1 0	36 2 4	8 14 9	138 12 4	20 7 0	46 8 6	
Local Fund Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Local Fund Schools ... Cost to Local Funds ...	...	...	5 1 10	3 12 7	...	...	4 0 2	
Total Cost ...	...	...	6 11 11	3 15 11	4 8 0	...	4 7 4	
Municipal Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Municipal Schools ... Cost to Municipal Funds ...	...	...	11 7 2	5 11 5	...	...	7 0 4	
Total Cost ...	...	...	19 3 2	7 6 0	...	...	10 1 2	
Aided Institutions ... Cost to Provincial Revenues ...	56 5 8	12 2 8	7 3 10	1 6 3	...	0 6 4	5 14 0	
Aided Institutions ... Cost to Local and Municipal Funds ...	9 6 3	2 3 1	6 9 10	3 0 1	27 4 4	5 0 2	5 2 1	
Total Cost ...	177 15 11	43 5 5	46 15 8	12 3 5	116 4 4	10 0 7	34 12 5	
Unaided Institutions ... ... Total Cost ...	224 15 9	32 5 11	35 2 11	5 12 6	...	15 10 1	30 6 0	
All Institutions ... Cost to Provincial Revenues ...	61 11 3	191 8 10	2 3 5	0 1 9	...	6 5 3	1 14 11	
All Institutions ... Cost to Local and Municipal Funds ...	5 7 9	0 13 0	7 15 2	3 12 8	129 5 10	4 10 6	5 0 11	
Total Cost ...	143 13 4	222 12 3	23 10 10	4 12 6	136 0 0	17 4 3	11 13 4	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1891-92.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	498	508	449	...	...	...	...
University Education. — Oriental	2	421	411	363	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	189	198	144	...	...	...	...
University Education. — Engineering	1	180	180	179	...	...	...	...
Total ...	8	1,288	1,297	1,135	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	34	6,857	6,863	5,576	1	92	99	68
School Education, General. — For Boys ... Middle Schools. English ...	6	601	570	445	10	594	577	474
School Education, General. — For Boys ... Middle Schools. Vernacular	...	...	...	...	323	29,211	27,164	21,803
School Education, General. — For Girls .. High Schools ...	...	...	...	...	...	...	...	...
School Education, General. — For Girls .. Middle Schools. English ..	...	...	...	...	...	...	...	...
School Education, General. — For Girls .. Middle Schools. Vernacular	...	...	...		1	22	22	16
Total ...	40	7,458	7,433	6,021	335	29,919	27,862	22,361
Primary Schools.								
School Education, General. — For Boys	35	2,355	2,167	1,782	3,989	138,421	133,566	104,395
School Education, General. — For Girls	...	...	...	...	136	2,917	2,930	2,276
Total ...	35	2,355	2,167	1,782	4,125	141,338	136,496	106,671
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters ...	4	334	346	328	...	...	...	...
School Education, Special. — Ditto for Mistresses ...	...	..	...	...	1	2	4	3
School Education, Special. — Medical Schools	2	212	220	209	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	45	2,410	2,106	1,312	...	...	...	...
Total ...	51	2,956	2,672	1,849	1	2	4	3
Total of Colleges and Schools of Public Instruction.	134	14,057	13,569	10,787	4,461	171,259	164,362	129,035

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-*

Class of Institutions.	Public Institutions—(*continued*). Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public Institutions.	Grand total of Scholars on the 31st of March.
	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
University Education. English	4	659	653	582	5	154	141	125	12	1,311
Oriental	1	68	64	50	...	...	...	...	3	489
Colleges or Departments of Colleges for Professional Training.										
Law	3	319	278	208	2	104	92	82	7	612
Engineering ...	...	...	...	...	...	...	...	...	1	180
Total ...	8	1,046	995	840	7	258	233	207	23	2,592
Secondary Schools.										
School Education, General. For Boys. High Schools ...	41	8,309	8,319	6,742	4	761	780	615	80	16,019
Middle Schools. English ...	39	4,294	4,238	3,847	4	401	424	337	59	5,890
Middle Schools. Vernacular ...	7	661	678	503	3	218	214	171	333	30,090
For Girls. High Schools ...	12	1,106	1,167	1,018	...	...	...	...	12	1,106
Middle Schools. English ...	9	730	706	651	...	...	...	...	9	730
Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	1	22
Total ...	108	15,100	15,108	12,261	11	1,380	1,418	1,123	494	53,857
Primary Schools.										
For Boys ...	135	5,893	6,144	4,470	26	1,045	993	741	4,185	147,714
For Girls	167	5,832	5,666	4,444	11	353	361	250	314	9,102
Total ...	302	11,725	11,810	8,914	37	1,398	1,354	991	4,499	156,816
Schools for Special Instruction.										
School Education, Special. Training Schools for Masters	1	22	22	21	..	...	...	...	5	356
Ditto for Mistresses.	...	...	...	...	...	...	...	...	1	2
Medical Schools ...	...	...	...	...	...	...	...	...	2	212
Industrial Schools ..	3	148	147	137	...	...	...	...	3	148
Other Schools	5	906	857	677	1	79	78	52	51	3,395
Total ...	9	1,076	1,026	835	1	79	78	52	62	4,113
Total of Colleges and Schools of Public Instruction.	427	28,947	28,939	22,850	56	3,115	3,083	2,373	5,078	217,378

Private Institutions ...	1. Advanced teaching—		
	(*a*) Arabic or Persian	1,155	12,638
	(*b*) Sanskrit	367	4,407
	(*c*) Any other oriental classic	40	588
	2. Elementary, teaching a vernacular only or mainly ... For Boys	2,914	34,161
	For Girls	47	906
	3. Elementary, teaching the Koran ... ... For Boys	1,180	11,765
	For Girls	81	727
	Total	5,784	65,192
	GRAND TOTAL	10,862	282,570

TABLE III—(*continued*).

Western Provinces and Oudh for the official year 1891-92.

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,301	1,067	8	28	26	1,001	249	7	...	...	
36	478	11	...	...	442	47	...	...	...	
612	...	...	4	5	494	109	...	...	...	
180	...	...	69	1	79	31	...	...	...	
2,129	1,545	19	101	32	2,016	436	7	...	...	
15,969	11,778	4,156	993	495	11,440	3,071	20	22	...	
5,745	3,109	2,855	167	173	4,285	1,264	1	6	...	
30	590	29,758	...	45	22,620	7,425	...	...	...	
1,042	263	612	799	286	7	...	14	...	37	
520	28	579	228	496	6	...	...	...	43	
...	22	...	...	...	...	22	...	...	...	
23,306	15,790	37,960	2,187	1,495	38,358	11,782	35	28	80	
5,118	1,487	148,182	137	2,006	126,120	19,378	73	217	...	
787	226	9,243	276	1,070	5,304	2,339	113	...	317	
5,905	1,713	157,425	413	3,076	131,424	21,717	186	217	317	
...	241	812	...	22	273	61	...	...	...	
...	...	2	...	...	2	...	...	...	...	
...	...	212	...	44	97	71	...	...	...	
7	...	157	...	148	...	...	...	...	...	
61	645	2,769	...	...	2,929	463	3	...	...	
68	886	3,952	...	214	3,301	595	3	...	...	
31,408	19,934	199,356	2,701	4,817	175,099	34,530	231	245	397	
...	12,638	...	...	...	3,952	8,683	3	...	...	
...	4,407	...	...	...	4,398	7	2	...	...	
...	588	...	...	...	498	78	12	...	...	
2,059	8,190	24,578	14	391	25,174	8,514	68	140	...	
...	183	723	...	63	484	323	36	...	...	
...	11,765	...	...	...	214	11,551	...	102	...	
...	727	...	...	...	...	727	...	...	...	
2,059	38,498	25301	14	454	34,720	29,883	121	242	...	
33,467	58,432	224,657	2,715	5,271	209,819	64,413	352	487	397	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	54,976	2,910	100	21,826	...	1,575	81,387
Oriental	14,266	...	...	...	...	594	14,860
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	7,863	...	...	7,863
Engineering	1,39,899	...	...	..	...	3,840	1,43,739
Total ...	2,09,141	2,910	100	29,689	...	6,009	2,47,849
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools	5,474	1,30,616	10,737	96,997	579	4,756	2,49,159
For Boys... Middle Schools English ...	...	11,895	1,736	4,945	59	875	19,510
For Boys... Middle Schools Vernacular	...	...	...	...	...	...	...
For Girls... High Schools	...	...	...	...	...	...	...
For Girls... Middle Schools English ...	...	...	...	...	...	...	...
For Girls... Middle Schools Vernacular	...	...	...	...	...	...	...
Total ...	5,474	1,42,511	12,473	1,01,942	638	5,631	2,68,669
Primary Schools.							
For Boys	...	5,406	6,188	7,276	120	346	19,336
For Girls	...	...	...	...	...	...	...
Total ...	...	5,406	6,188	7,276	120	346	19,336
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	47,524	...	...	...	491	48,015
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	21,162	...	...	...	2,964	...	24,126
Industrial Schools	...	...	...	...	...	...	...
Other Schools	...	10,839	...	11,718	..	854	23,411
Total ...	21,162	58,363	...	11,718	2,964	1,345	95,552
Buildings	41,822	42,491	1,571	674	...	...	86,558
Furniture and Apparatus (Special grants only) ...	819	1,165	42	672	..	200	2,898
Total ...	42,641	43,656	1,613	1,346	...	200	89,456
University	...	...	...	...	...	...	...
Direction	...	...	..	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	.	...	...	...	...
Primary Schools	...	...	...	...	..	...	...
Special Schools other than Training Schools	...	...		...	...	...	...
Miscellaneous...	...	...	...	...	...	...	...
Total ...	...	.	...	...	...	...	...
Total, Expenditure on Public Instruction ...	2,78,418	2,52,846	20,374	1,51,971	3,722	13,531	7,20,862

TABLE IV.

North-Western Provinces and Oudh for the official year 1891-92.

Institutions.						
Management.						
Managed by Local Fund and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	720	1,230	124	342	4,816
...	1,452	7,070	1,477	777	240	11,016
...	1,37,365	6,819	36,680	180	442	1,81,486
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	480	741	...	...	...	1,221
...	1,41,697	15,350	39,387	1,081	1 024	1,98,539
300	4,93,934	17,871	24,050	1,473	96	5,37,724
...	13,422	3,613	12	...	...	17,047
300	5,07,356	21,484	24,062	1,473	96	5,54,771
...	...	...	...	...	...	...
...	...	...	18	...	...	18
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	18	...	...	18
...	1,14,298	1,121	2,114	440	...	1,17,973
...	11,789	725	5,625	...	...	18,139
...	1,26,087	1,846	7,739	440	...	1,36,112
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	7,75,140	38,680	71,206	2,994	1,120	8,89,440

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. English	38,126	912	5,820	19,852	1,983	55,327	1,22,020
Oriental	2,281	...	...	28	...	3,292	5,601
Colleges or Departments of Colleges for Professional Training.							
Law	3,382	...	609	4,975	87	2,995	12,048
Engineering	...	...	...	...	...	...	...
Total ...	43,789	912	6,429	24,855	2,070	61,614	1,39,669
Secondary Schools.							
School Education, General. For Boys: High Schools	61,136	47,704	15,181	1,68,323	15,053	79,948	3,87,345
For Boys: Middle Schools, English ...	8,220	18,726	7,588	30,602	7,644	12,929	85,709
For Boys: Middle Schools, Vernacular	...	2,080	336	946	1,036	907	5,305
For Girls: High Schools	33,157	2,760	810	1,24,947	2,493	35,488	1,99,655
For Girls: Middle Schools, English ...	6,837	4,600	144	7,642	725	11,798	31,746
For Girls: Middle Schools, Vernacular	...	...	...	...	...	...	...
Total ...	1,09,350	75,870	24,059	3,32,460	26,951	1,41,070	7,09,760
Primary Schools.							
For Boys	6,412	14,013	2,340	6,288	11,335	20,718	61,106
For Girls	10,021	17,374	1,786	4,774	19,828	29,373	83,156
Total ...	16,433	31,387	4,126	11,062	31,163	50,091	1,44,262
Schools for Special Instruction.							
School Education, Special. Training Schools for Masters ...	...	600	...	...	...	1,958	2,558
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools	...	1,560	...	..	280	1,932	3,772
Other Schools	400	3,200	270	1,059	1,366	10	6,305
Total ...	400	5,360	270	1,059	1,646	3,900	12,635
Buildings	19,000	917	192	14,818	41,823	18,142	94,892
Furniture and Apparatus (Special grants only)	...	75	110	1,105	919	6,304	8,513
Total ...	19,000	992	302	15,923	42,742	24,446	1,03,405
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in: Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction...	1,88 972	1,14,521	35,186	3,85,359	1,04,572	2,81,121	11,09,731

TABLE IV—(*continued*).

North-Western Provinces and Oudh for the official year 1891-92.

Institutions—(*continued*). Management. Unaided.				Total expenditure from—					Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,322	14,665	12,736	31,723	93,102	3,822	5,920	46,000	86,286	2,35,130
...	...	...	...	16,547	...	.	28	3,886	20,461
2,065	...	913	2,978	3,382	...	609	14,903	3,995	22,889
...	...	...	...	1,39,899	...	...	...	3,840	1,43,739
6,387	**14,665**	**13,649**	**34,701**	**2,52,930**	**3,822**	**6,529**	**60,931**	**98,007**	**4,22,219**
12,079	...	29,400	41,479	66,610	1,80,720	26,638	2,78,629	1,30,202	6,82,799
1,148	765	4,996	6,909	8,220	32,073	16,394	38,172	28,285	1,23,144
161	1,061	282	1,504	...	1,39,445	7,155	37,787	3,908	1,88,295
...	...	...	...	33,157	2,760	810	1,24,947	37,981	1,99,655
...	...	...	...	6,837	4,600	144	7,642	12,523	31,746
...	...	...	...	...	480	741	...	...	1,221
13,388	**1,826**	**34,678**	**49,892**	**1,14,824**	**3,60,078**	**51,882**	**4,87,177**	**2,12,899**	**12,26,860**
1,489	1,550	2,860	5,899	6,712	5,13,353	26,399	39,103	38,498	6,24,065
2	276	1,653	1,931	10,021	30,796	5,399	4,788	51,130	1,02,134
1,491	**1,826**	**4,513**	**7,830**	**16,733**	**5,44,149**	**31,798**	**43,891**	**89,628**	**7,26,199**
...	...	...	...	...	48,124	...	...	2,449	50,573
...	...	...	...	...	...	...	18	...	18
...	...	...	...	21,162	...	...	...	2,964	24,126
...	...	...	...	...	1,560	...	...	2,212	3,772
229	..	990	1,219	400	14,039	270	13,006	3,220	30,935
229	...	**990**	**1,219**	**21,562**	**63,723**	**270**	**13,024**	**10,845**	**1,09,424**
99	...	14,100	14,199	60,822	1,57,706	2,884	17,705	74,505	3,13,622
111	822	1,068	2,001	819	13,029	877	7,513	9,313	31,551
210	**822**	**15,168**	**16,200**	**61,641**	**1,70,735**	**3,761**	**25,218**	**83,818**	**3,45,173**
...	...	...	...	...	...	...	30,132	...	30,132
...	...	...	...	41,266	...	...	...	...	41,266
...	..	...	...	...	2,52,399	...	...	...	2,52,399
...	...	...	...	11,550	...	844	...	19,144	31,538
...	...	...	...	.	...	...	...	...	...
...	...	...	...	6,424	26,838	2,487	354	11,521	47,624
...	...	...	...	120	68	160	...	3,581	3,929
...	..	...	...	7,586	144	3,324	...	446	11,500
...	...	...	...	13,401	22,465	254	60,876	8,117	1,05,113
...	...	...	...	**80,347**	**3,01,914**	**7,069**	**91,362**	**42,809**	**5,23,501**
21,705	**19,139**	**68,998**	**1,09,842**	**5,48,037**	**14,44,421**	**1,01,309**	**7,21,603**	**5,38,006**	**33,53,376**

GENERAL

Return of the Stages of instruction of pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys	Government	English	40	7,458	1,177	...	1,177	2,130	...	2,130
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	2	118	...	...	...	15	...	15
		Vernacular	321	28,920	...	...	...	6,005	...	6,005
	Municipal	English	9	568	11	...	11	111	...	111
		Vernacular	2	291	...	...	..	50	...	50
	Aided	English	80	12,603	1,211	...	1,211	2,872	...	2,872
		Vernacular	7	661	...	...	..	113	...	113
	Unaided	English	8	1,162	95	...	95	238	...	238
		Vernacular	8	218	...	...	...	72	...	72
	Total		**472**	**51,999**	**2,494**	...	**2,494**	**11,606**	...	**11,606**
For Girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	..	...	...	...	...	...	...	...
		Vernacular	1	22	...	...	...	...	22	22
	Aided	English	21	1,836	...	97	97	...	470	470
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		**22**	**1,858**	...	**97**	**97**	...	**492**	**492**
Total, Secondary Schools			**494**	**53,857**	**2,494**	**97**	**2,591**	**11,606**	**492**	**12,098**
Primary Schools—										
For Boys	Government		35	2,355	...	...	...	...	...	...
	Local Fund		3,929	135,810	...	...	...	...		...
	Municipal		60	2,611	...	...	...	...	...	...
	Aided		135	5,893	...	...	...	...	...	...
	Unaided		26	1,045	...	...	...	...	...	...
	Total		**4,185**	**147,714**	...	...	...	...	...	...
For Girls	Government		...	...	...	...	...	...	...	...
	Local Fund		124	2,617	...	...	...	...	...	...
	Municipal		12	300	...	...	...	...	...	...
	Aided		167	5,832	...	...	...	...	...	...
	Unaided		11	353	...	...	...	...	...	...
	Total		**314**	**9,102**	...	...	...	...	...	...
Total, Primary Schools			**4,499**	**156,816**	...	...	...	...	...	...
GRAND TOTAL			**4,993**	**210,673**	**2,494**	**97**	**2,591**	**11,606**	**492**	**12,098**

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,293	...	2,293	1,858	...	1,858	...	...	...	7,458	...	7,458
...	...	...	...	...	...	...	...	...	...	...	...
21	...	21	82	...	82	...	...	...	118	...	118
6,033	...	6,033	16,532	...	16,532	350	...	350	28,920	...	28,920
113	...	113	333	...	333	...	...	...	568	...	568
55	...	55	157	...	157	29	...	29	291	...	291
2,730	...	2,730	5,637	...	5,637	153	...	153	12,603	...	12,603
131	...	131	346	...	346	71	...	71	661	...	661
324	...	324	503	...	503	2	...	2	1,162	...	1,162
47	...	47	99	...	99	...	...	...	218	...	218
11,747	...	11,747	25,547	...	25,547	605	...	605	51,999	...	51,999
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	22	22
...	400	400	...	687	687	...	182	182	...	1,836	1,836
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	400	400	...	687	687	...	182	182	...	1,858	1,858
11,747	400	12,147	25,547	687	26,234	605	182	787	51,999	1,858	53,857
15	...	15	2,302	...	2,302	38	...	38	2,355	...	2,355
22,392	...	22,392	110,482	...	110,482	2,936	...	2,936	135,810	...	135,810
266	...	266	2,284	...	2,284	61	...	61	2,611	...	2,611
638	...	638	4,035	...	4,035	1,220	...	1,220	5,893	...	5,893
117	...	117	813	...	813	115	...	115	1,045	...	1,045
23,428	...	23,428	119,916	...	119,916	4,370	...	4,370	147,714	...	147,714
...	...	...	...	...	...	...	...	...	...	...	...
...	113	113	...	2,446	2,446	...	58	58	...	2,617	2,617
...	39	39	...	261	261	...	...	...	...	300	300
...	479	479	...	3,906	3,906	...	1,447	1,447	...	5,832	5,832
...	...	...	...	338	338	...	15	15	...	353	353
...	631	631	...	6,951	6,951	...	1,520	1,520	...	9,102	9,102
23,428	631	24,059	119,916	6,951	126,867	4,370	1,520	5,890	147,714	9,102	156,816
35,175	1,031	36,206	145,463	7,638	153,101	4,975	1,702	6,677	199,713	10,960	210,673

GENERAL

Return showing the **Results of Prescribed Examinations** *in North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	2	...	4	8	5	...	7	20
2. Bachelor of Arts	2	4	1	7	86	122	6	9	223
3. B. Sc.	...	...	...	...	...	...	...	...	
4. First Arts (Intermediate) Examination	3	4	7	14	196	237	79	17	529
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (a)	1	...	1	2	72	...	2	2	76
" " Arabic	...	...	...	...	...	...	...	...	...
" " Persian (b)	...	2	...	2	...	3	...	...	3
4. High Proficiency in Sanskrit (c) ...	3	4	7	14	96	11	19	2	128
" " " Arabic (b) ...	...	1	...	1	...	3	...	...	3
" " " Persian (b) ...	...	1	...	1	...	1	...	...	1
5. Proficiency in Sanskrit (d) ...	3	6	18	27	41	24	57	2	124
" " Arabic (e) ...	...	3	...	3	...	9	...	...	9
" " Persian (b) ...	...	1	...	1	...	2	...	...	2
" " Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2 Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	2	2	6	18	15	4	...	37
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	..
4. L M. S.	...	...	...	...	..	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	1	...	...	1	7	...	...	...	7
2. B. C. E.					17	...	...	...	17
3. L. C. E.					34	...	...	...	34
4. First L. C. E.					319	...	...	...	319
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	34	44	8	86	673	745	72	461	1,951
Matriculation ... Girls ...	.	10	2	12	...	44	4	4	52
Middle School examination ... Boys ...	362	81	15	458	3,121	1,295	124	1,715	6,255
Middle School examination ... Girls ...	...	...	...	..	.	...	...	1	1
Upper Primary examination Boys ...	2,061	179	11	2,251	8,970	1,892	265	100	11,227
Upper Primary examination Girls ...	11	33	...	44	18	222	...	...	240
Lower Primary examination ... Boys	4,053	209	23	4,285	20,752	2,461	316	3	23,532
Lower Primary examination ... Girls ...	60	57	5	122	164	452	58	...	674
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for Masters Upper ...	3	1	...	4	61	5	...	10	76
1. Training School examination for Masters Lower	3	1	...	4	105	8	...	128	241
2. Training School examination for Mistresses. Upper ..	1	...	..	1	1	...	...	...	1
2. Training School examination for Mistresses. Lower ...	...	...	..	...	...	..	...	...	...
3. School of Arts Examination ...	..	.	...	...		...	...	...	..
4. Medical Examination	1	...	...	1	64	..	...	...	64
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. Upper .	...	2	...	2	...	46	...	...	46
6. Industrial School Examination. Lower ..	...	2	...	2	...	34	...	...	34

(a) Acharya Examination of the Sanskrit College,
(b) Punjáb University
(c) Madhyama Pariksha Examination of the Sanskrit College,
(d) Prathama ditto ditto
(e) Mulla Examination of Muir College and Maulvi

TABLE VI.

Western Provinces and Oudh during the official year 1891-92.

Number passed.					Race or Creed of passed Scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	
6	3	...	6	15	1	...	14	...	...	
41	66	2	3	112	2	...	86	23	1	
...	...	...	...	...	...	...	...	...	...	
51	90	16	4	161	5	2	127	27	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
47	...	...	1	48	...	...	48	...	...	
...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	1	...	
50	6	11	2	69	...	...	69	...	...	
...	3	...	...	3	...	...	...	3	...	
...	...	...	...	...	...	...	...	...	...	
21	10	18	2	51	...	...	51	...	...	
...	6	...	...	6	...	...	...	6	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
8	5	1	...	14	...	...	11	2	1	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
7	...	...	...	7	7	...	...	...	...	Engineer } Roorkee College Examinations.
17	...	...	...	17	11	...	5	1	...	Upper Subordinate.
34	...	...	...	34	...	...	25	9	...	Lower Subordinate.
92	...	...	...	92	32	...	53	7	...	College Entrance.
...	...	...	...	...	...	...	...	...	...	
344	281	31	61	717	47	2	557	107	4	
...	26	3	1	30	26	4	...	...	...	
1,724	443	39	303	2,509	25	24	1,836	618	6	
...	...	...	...	...	...	...	...	...	...	
6,016	1,131	136	36	7,319	144	76	5,723	1,374	2	
8	213	...	...	221	95	45	35	46	...	
13,531	1,583	209	2	15,325	119	128	12,421	2,657	...	
102	279	47	...	428	...	146	202	80	...	
48	5	...	1	54	...	5	43	6	...	
85	7	...	10	102	...	7	76	19	...	
1	...	...	...	1	...	...	1	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
56	...	...	...	56	...	8	27	21	...	
...	...	...	...	...	...	...	...	...	...	
...	46	...	...	46	...	46	...	...	...	
...	34	...	...	34	...	34	...		...	

Benares, and Shastri Examination of the Punjáb University.
Examinations.
Benares, and Visharada Examination of the Punjáb University.
ditto Prajna ditto ditto.
Examination of the Punjáb University.

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure *on Public*

Objects of expenditure.	Expenditure of — In Institutions managed — Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	2	3	4	5	6
					Rs.
Arts Colleges.					
UNIVERSITY EDUCATION. — English	...	...	...	...	...
Oriental	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.					
Law	...	...	...	...	...
Engineering	...	...	...	...	..
Total ...	...	...	...	...	...
Secondary Schools.					
SCHOOL EDUCATION, GENERAL. — For Boys ... High Schools	...	...	...	...	...
Middle Schools — English	2	118	97	84	...
Middle Schools — Vernacular ...	321	28,920	26,915	21,626	...
For Girls ... High Schools	...	...	...	...	...
Middle Schools — English	...	...	...	...	...
Middle Schools — Vernacular ...	...	...	...	...	...
Total ...	323	29,038	27,012	21,710	...
Primary Schools.					
For Boys	3,929	135,810	130,998	102,303	300
For Girls	124	2,617	2,625	2,070	...
Total ..	4,053	138,427	133,623	104,373	300
Schools for Special Instruction.					
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	...	...	...	...
Ditto for Mistresses	1	2	4	3	...
Medical Schools	...	...	...	...	...
Industrial Schools	...	...	...	...	...
Other Schools	..	...	.	.	..
Total ...	1	2	4	3	.
Buildings	...	...	...	...	...
Furniture and Apparatus (Special grants only)	...	...	...	...	...
Total ...	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in ... — Arts Colleges	...	...	...	...	...
Professional Colleges	...	...	.	...	...
Secondary Schools	...	...	...	...	...
Primary Schools	...	...	...	...	...
Special Schools other than Training Schools.	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
GRAND TOTAL	4,377	167,467	160,639	126,086	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	...	..	2,910	...	912	3,822
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	2,910	...	912	3,822
...	...	...	...	...	...	1,30,616	2,400	47,704	1,80,720
852	558	330	597	240	2,577	11,895	600	18,726	32,073
1,87,365	5,061	36,595	180	442	1,79,643	...	...	2,080	1,39,445
...	...	..	...	...	...	...	...	2,760	2,760
...	...	...	...	...	...	...	...	4,600	4,600
...	...	...	...	...	...	...	480	...	480
1,38,217	5,619	36,925	777	682	1,82,220	1,42,511	3,480	75,870	3,60,078
4,92,519	4,309	20,871	1,317	76	5,19,392	5,406	1,415	14,013	5,13,353
13,422	763	12	...	...	14,197	...	...	17,374	30,796
5,05,941	5,072	20,883	1,317	76	5,33,589	5,406	1,415	31,387	5,44,149
...	...	...	...	...	...	47,524	...	600	48,124
...	..	18	...	..	18	...	...	...	...
...	...	...	...	.	...	...	...	...	...
...	...	...	...	..	.	...	...	1,560	1,560
...	...	...	...	...	...	10,839	...	3,200	14,039
..	...	18	..	...	18	58,363	...	5,360	63,723
1,14,298	189	2,114	36	...	1,16,637	42,491	...	917	1,57,706
11,789	461	5,579	...	...	17,829	1,165	...	75	13,029
1,26,087	650	7,693	36	...	1,34,466	43,656	...	992	1,70,735
...	...	...	...	...	...	...	...	...	2,52,399
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	26,838
...	...	...	...	...	...	...	...	...	68
...	...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	..	...	22,465
...	...	...	...	...	...	...	...	...	3,01,914
7,70,245	11,341	65,519	2,130	758	8,50,293	2,52,846	4 895	1,14,521	14,44,421

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.	Expenditure of — In Institutions managed: Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
	17	18	19	20	21	22
					Rs.	Rs.
Arts Colleges.						
UNIVERSITY EDUCATION. — English	...	...	...	...	...	...
UNIVERSITY EDUCATION. — Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
UNIVERSITY EDUCATION. — Law	...	...	...	...	...	...
UNIVERSITY EDUCATION. — Engineering	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	1	92	99	68	...	720
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools, English ...	8	476	480	390	...	6,512
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools, Vernacular ...	2	291	249	177	...	1,758
SCHOOL EDUCATION, GENERAL. — For Girls — High Schools	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools, English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools, Vernacular ...	1	22	22	16	...	741
Total ...	**12**	**881**	**850**	**651**	...	**9,731**
Primary Schools.						
SCHOOL EDUCATION, GENERAL. — For Boys	60	2,611	2,568	2,092	...	13,562
SCHOOL EDUCATION, GENERAL. — For Girls	12	300	305	206	...	2,850
Total ...	**72**	**2,911**	**2,873**	**2,298**	...	**16,412**
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Ditto for Mistresses	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Buildings	...	...	...	...	...	932
Furniture and Apparatus (Special grants only) ...	...	...	...	...	...	264
Total ...	...	...	...	...	...	**1,196**
Inspection	...	...	...	...	...	...
Scholarships held in ... — Arts Colleges	...	...	...	...	...	...
Scholarships held in ... — Professional Colleges ...	...	...	...	...	...	...
Scholarships held in ... — Secondary Schools ...	...	...	...	...	...	...
Scholarships held in ... — Primary Schools ...	...	...	...	...	...	...
Scholarships held in ... — Special Schools other than Training Schools.	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	**84**	**3,792**	**3,723**	**2,949**	...	**27,339**

TABLE VII—(*continued*).

Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	100	...	5,820	5,920	9,742
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	609	609	609
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	100	...	6,429	6,529	10,351
2,400	1,230	124	342	4,816	10,787	...	15,181	26,638	2,07,358
600	1,147	180	...	8,439	1,736	558	7,588	16,394	48,467
...	85	...	...	1,843	...	5,061	336	7,155	1,46,600
..	...	...	...	...	...	...	810	810	3,570
...	...	...	...	...	...	...	144	144	4,744
480	...	...	...	1,221	...	...	...	741	1,221
3,480	2,462	304	342	16,319	12,473	5,619	24,059	51,882	4,11,940
1,415	3,179	156	20	18,332	6,188	4,309	2,340	26,399	5,39,752
...		...	...	2,850	...	763	1,786	5,399	36,195
1,415	3,179	156	20	21,182	6,188	5,072	4,126	31,798	5,75,947
...	...	...	...	...	...	...	...	...	48,124
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	270	270	14,309
...	...	...	...		...	...	270	270	63,993
...	...	404	...	1,336	1,571	189	192	2,884	1,60,590
...	46	...	...	310	42	461	110	877	13,906
...	46	404	...	1,646	1,613	650	302	3,761	1,74,496
...	...	...	...	...	...	...	...	...	2,52,399
...	...	...	...	...	...	...	...	844	844
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,487	29,325
...	...	...	...	...	...	...	...	160	228
...	...	...	...	...	...	...	...	3,324	3,468
...	...	...	...	...	...	...	...	254	22,719
...	...	...	...	...	...	...	...	7,069	3,08,983
4,895	5,687	864	362	39,147	20,374	11,341	35,188	1,01,309	15,45,730

GENERAL

Return of Colleges, Schools *and* Scholars *in the*

(For Europeans

Class of Institutions.	Public Institutions.							
	Under Private Management.							
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	2	23	17	15
Total ...	...	...	...	...	2	23	17	15
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	8	886	884	815	1	91	89	88
For Boys ... Middle Schools. English ...	3	165	170	157	...	...	...	...
For Girls ... High Schools ...	9	741	808	716	...	...	...	...
For Girls ... Middle Schools. English ...	3	229	211	192	...	...	...	...
Total ...	23	2,021	2,073	1,880	1	91	89	88
Primary Schools.								
For Boys	2	134	119	98	...	...	...	...
For Girls	4	261	232	198	...	...	...	...
Total ...	6	395	351	296	...	...	...	...
Total of Colleges and Schools of Public Instruction.	29	2,416	2,424	2,176	3	114	106	103

TABLE III.

North-Western Provinces and Oudh for the official year 1891-92.

AND EURASIANS.)

Grand total of Public Institutions.	Grand total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language	Europans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	23	22	20	8	23	...	...	...	...	...	...	
2	23	22	20	8	23	...	..	...	...	...	...	
9	977	977	408	505	967	8	..	...	2	22	...	
3	165	165	75	62	163	...	2	..	...	6	...	
9	741	741	230	245	727	5	...	...	9	...	34	
3	229	229	4	8	227	...	2	...	...	...	15	
24	2,112	2,112	717	820	2,084	13	4	.	11	28	49	
2	134	134	..	59	130	4	...	...	...	47	...	
4	261	261	...	14	261	...	...	...	...	...	95	
6	395	395	...	73	391	4	...	...	...	47	95	
32	2,530	2,529	737	901	2,498	17	4	...	11	75	144	

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of expenditure	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
School Education, General. — For Boys .. — High Schools	27,576	245	100	1,00,022	1,188	29,308	1,58,439
For Boys .. — Middle Schools—English ...	5,760	204	360	7,095	...	1,084	15,403
For Girls... — High Schools	31,357	...	780	1,22,598	2,493	26,648	1,83,876
For Girls... — Middle Schools—English ...	5,037	100	...	7,332	720	...	13,189
Total	69,730	549	1,240	2,37,947	4,401	57,040	3,70,907
Primary Schools.							
For Boys	3,594	..	660	672	2,680	10	7,616
For Girls	5,461	...	438	2,476	955	...	9,330
Total ..	9,055	...	1,098	3,148	3,635	10	16,946
Buildings	9,000	...	58	13,329	8,000	...	30,387
Furniture and Apparatus (Special grants only) ...	...	...	...	787	..	1,534	2,321
Total	9,000	...	58	14,116	8,000	1,534	32,708
Inspection	...	...	...	...	..	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	..	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction ..	87,785	549	2,396	2,55,211	16,036	58,584	4,20,561

TABLE IV.

North-Western Provinces and Oudh for the official year 1891-92.

AND EURASIANS.)

Institutions.									
Management.				Total expenditure from—					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,330	...	4,735	7,065	...	...	...	2,330	4,735	7,065
2,330	...	**4,735**	**7,065**	...	...	...	**2,330**	**4,735**	**7,065**
11,599	...	8,000	19,599	27,576	245	100	1,11,621	38,496	1,78,038
...	...	...	...	5,760	204	360	7,905	1,084	15,403
...	...	...	...	31,357	...	780	1,22,598	29,141	1,83,876
...	...	...	...	5,037	100	...	7,332	720	13,189
11,599	...	**8,000**	**19,599**	**69,730**	**549**	**1,240**	**2,49,546**	**69,441**	**3,90,506**
...	...	...	...	3,594	...	660	672	2,690	7,616
...	...	...	...	5,461	...	438	2,476	955	9,330
...	...	...	...	**9,055**	...	**1,098**	**3,148**	**3,645**	**16,946**
...	...	...	...	9,000	...	58	13,329	8,000	30,387
...	...	...	...	...	...	...	787	1,534	2,321
...	...	...	...	**9,000**	...	**58**	**14,116**	**9,534**	**32,708**
...	...	...	...	...	1,487	...	...	...	1,487
...	...	...	...	120	...	...	...	600	720
...	...	...	...	120	...	...	...	...	120
...	...	...	...	4,467	...	...	31,282	3,000	38,749
...	...	...	...	**4,707**	**1,487**	...	**31,282**	**3,600**	**41,076**
13,929	...	**12,735**	**26,664**	**92,492**	**2,036**	**2,396**	**3,00,422**	**90,955**	**4,88,301**

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General Education

(For Europeans

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not pas ed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided, English	11	1,051	141	...	141	351	...	351
For Boys ... Unaided, English	1	91	7	...	7	35	...	35
Total ...	12	1,142	148		148	386	...	386
For Girls, Aided, English	12	970	...	74	74	...	370	370
Total ...	12	970	...	74	74	..	370	370
Total, Secondary Schools	24	2,112	148	74	222	386	370	756
Primary Schools—								
For Boys, Aided	2	134	...	...	...	..	...	...
Total ...	2	134	...	...	...	...	...	...
For Girls, Aided	4	261	...	...	...	...	...	...
Total ...	4	261	...	...	...	...	...	...
Total, Primary Schools ...	6	395	...	...	...	...	...	...
GRAND TOTAL ...	30	2,507	148	74	222	386	370	756

TABLE V.

in the North-Western Provinces and Oudh at the end of the official year 1891-92.

AND EURASIANS.)

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
264	...	264	217	...	217	78	...	78	1,051	...	1,051
34	...	34	13	..	13	2	...	2	91	...	91
298	...	298	230	...	230	80	...	80	1,142	...	1,142
...	224	224	...	153	153	...	149	149	...	970	970
.	224	224	...	153	153	...	149	149	...	970	970
298	224	522	230	153	383	80	149	229	1,142	970	2,112
44	...	44	52	...	52	38	...	38	134	...	134
44	...	44	52	...	52	38	...	38	134	...	134
..	59	59	...	74	74	.	128	128	.	261	261
...	59	59	...	74	74	..	128	128	...	261	261
44	59	103	52	74	126	38	128	166	134	261	395
342	283	625	282	227	509	118	277	395	1,276	1,231	2,507

ORDERS OF GOVERNMENT.

No. $\frac{3094E.}{111-48-61-11}$ OF 1892.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 26TH NOVEMBER 1892.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt, on 29th September 1892, of your report on Public Instruction in the North-Western Provinces and Oudh for the year 1891-92. It was again submitted with commendable punctuality, being due in the Secretariat on 15th September.

2. Paragraph 2 of your report summarises the educational statistics of the year contained in the usual appendices. These statistics, it may be observed, which follow the form of the general Tables I to VII prescribed by the Government of India, require commentary to make their exact import clear. Including, as they do, every public or private scholastic institution in the Province (so far at least as it is possible to obtain returns of private schools), they take into account the receipts, expenditure and attendance of the Thomason Engineering College, the Agra Medical School and the patwári schools, with which your Department has no concern; they also take into account a large number of unaided primary schools which are under no control, and which often exist in name only; and lastly, they include in the general totals both special schools intended for Europeans and ordinary schools for natives of the country, though separate statistics for the former class of schools are given in supplementary tables. As a record of departmental results the general figures therefore are somewhat misleading. From paragraph 4 onwards your report confines itself to the statistics of those Government and aided institutions only which are controlled by or connected with the Department, private schools and State schools and colleges not under the Department being eliminated. This method, though unavoidable, has the inconvenience of compelling resort to departmental figures which are not found in the tabular statements appended to the report.

3. Taking the general educational figures as summarised in paragraph 2 of your report, it appears that 275,145 boys and girls are returned as under instruction in 10,862 public and private institutions at the close of the year under review, against 281,246 in 11,717 institutions at the close of the preceding year. The decrease both in number of institutions and in attendance occurs* under aided vernacular schools in the primary grade and in the unaided indigenous schools.

		Number.	Attendance.
Aided vernacular primary schools.	1892	261	9,338
	1891	488	12,852
Unaided indigenous schools.	1892	5,784	65,192
	1891	6,365	71,254

Many schools in both these classes are ephemeral and inefficient, and their statistics are untrustworthy and of little significance. With this exception the figures of 1892 are encouraging, especially those for State primary schools maintained by district and municipal boards, the average monthly attendance in which has increased from 133,823 to 136,496. The total expenditure on education in 1891-92 is returned at Rs. 33,53,376 against Rs. 33,89,971 in 1890-91. Of this Rs. 19,92,458 was from public revenues against Rs. 19,04,014 in 1890-91, the increase being chiefly under buildings.

4. Dealing next with the departmental statistics in paragraphs 4 to 8 of your report, they show that in 1891-92 204,568 boys and girls were under instruction in 4,975 State and aided institutions under departmental control, compared with 205,116 in 5,251 institutions in 1890-91. The considerable decrease here shown in the number of institutions and the nominal decrease also shown in the total attendance are due to the withdrawal of aid from a number of primary vernacular schools. There is a small though encouraging increase in the attendance at the Arts colleges and the secondary schools. The aggregate *direct* expenditure shows a decrease on that of 1890-91, mainly under the head of endowments and income from private sources, as the charges borne by the public revenues increased. The *indirect* expenditure, which comprises outlay on buildings, direction, inspection, University, and scholarship charges, was much the same as in the previous year. The subjoined table distributes the total departmental expenditure of the year over the several classes of education :—

	Direct expenditure.	
	1891-92	1890-91.
	Rs.	Rs.
Public revenues ...	12,06,681	11,78,851
Municipal revenues ...	90,479	91,251
Fees	5,71,978	5,88,100
Endowments, &c. ...	3,32,381	3,89,724
Total ...	22,01,519	22,47,926

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Total direct expenditure.	Indirect expenditure.	Total expenditure.	Total expenditure in 1890-91.	*Percentage—* Of increase or decrease.	To total expenditure. 1890-91.	1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Public revenues ...	1,16,853	4,74,902	5,60,882	54,044	12,06,681	6,06,907	18,13,588	17,22,505	+5·2	57	61
Municipal funds ...	6,529	51,882	31,798	270	90,479	7,506	97,985	1,04,908	—6·6	3	3
Fees	54,544	4,73,789	42,400	1,245	5,71,978	1,16,370	6,88,348	7,30,757	—5·8	23	22
Other sources ...	65,853	1,76,395	83,289	6,844	3,32,381	1,10,191	4,42,572	5,41,072	—18·2	17	14
Total ...	2,43,779	11,76,968	7,18,369	62,403	22,01,519	*8,40,974	30,42,493	30,99,242	—1·8	...	...

The proportion borne by the expenditure from public revenues to the whole *direct* expenditure on each of the main classes of education was :—

	1891-92.	1890-91.
University	47	51
Secondary	40	38
Primary	78	75

* Differs from the total on page 6 of report by excluding Rs. 338 on account of scholarships and including Rs. 461 for miscellaneous charges.

Except in the case of the University, the year is marked by an increase in the proportional charges falling on public revenues. The cause is not clearly explained by you, and is possibly accidental and temporary.

5. In the table given on page 6 of your report Rs. 4,82,765 out of the total of Rs. 8,40,851 spent indirectly on institutions connected with your Department is distributed over the various stages of education. The result of the distribution when combined with that of direct expenditure is as follows:—

Expenditure, direct and indirect, on each stage of instruction on institutions with which the Department is concerned.

	Rs.	*Percentage to total.*
University	3,52,853	13·1
Secondary	14,38,535	53·8
Primary	8,15,096	30·3
Special	77,800	2·8
Total ...	26,84,284	100·0

The expenditure on secondary education, as shown in this table, is much greater than on any other head. But as schools classed as secondary contain primary classes, a considerable proportion of their expenditure is really incurred in giving elementary primary instruction.

6. It is satisfactory to observe a still further increase of the number of students at collegiate institutions coupled with a decrease in the expenditure defrayed from public revenues. In the subjoined table the figures for the last two years are contrasted. In the year 1889 the cost per scholar to the public revenues, taking the average of the five colleges named, was Rs. 181. In the year 1892 it was only Rs. 85:—

		1890-91.	1891-92.	Percentage of increase or decrease
Number of students on the rolls monthly.	Muir College	299	282	— 5
	Benares College	174	186	+ 8
	Canning College	200	227	+ 13
	Agra College	228	236	+ 3
	Aligarh College	102	96	— 6
	At all Arts colleges and collegiate institutions (State, aided and unaided)	1,197	1,302	+ 8
		Rs.	Rs.	
Expenditure on University (English Arts) education from	Public Funds	1,01,378	96,924	— 4
	Municipal Funds	6,325	5,920	— 6
	Fees	43,607	46,000	+ 5
	Other sources	70,092	86,286	+ 8
	Total	2,21,402	2,35,130	+ 6
Percentage of total expenditure defrayed by	Public Funds	45	41	...
	Fees	19	19	...
Cost per student ...	Total	184	172	— 6
	To Public Funds	84	74	— 11

The Ramsay College, Almora, which was abolished, and the Girls' School, Allahabad, have disappeared from the list of colleges, but the Christian College, Lucknow, with a monthly attendance of 43 students,

was added during the year. Absence on furlough of the Principal and a Professor of the Muir College caused the expenditure from public funds on that institution to diminish by Rs. 8,354: thus accounting for the decrease in the total. A limit has been fixed to the number of scholars to be received at the two Government colleges, and it is improbable that any further increase will take place in the number of students attending them.

7. The result of the University examinations is exhibited in the usual form. Last year was the first year in which no candidates presented themselves for examination by the Calcutta University :—

Examination.	Class of institution sending candidates.	1891.			1892.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
M. A.	State	7	4	57	8	6	75
	Aided	7	3	43	5	3	60
	Unaided	...	...	...	...	...	...
	Total ...	14	7	50	13	9	69
B. A.	State	61	33	54	86	41	47
	Aided	89	56	63	122	66	54
	Unaided	5	1	20	6	2	33
	Total ...	155	90	58	214	109	50
Intermediate ...	State	199	87	43	196	51	26
	Aided	214	101	47	237	90	38
	Unaided	47	9	19	79	16	20
	Total ..	460	197	43	512	157	30

Note.—Private candidates are excluded.

8. The increase in the number of candidates at the B.A., and Intermediate examinations, and the large proportion of failures, especially in the latter examination, are noticeable. There is some evidence that the English and Mathematics papers in the last Intermediate examination were exceptionally severe. The number of failures has also doubtless been increased by the introduction of the rule by which any student in a Government college can claim to be allowed to present himself at an examination whether he is considered to be fit for it or not. In both examinations the aided Agra College was more successful than either of the State Colleges at Benares and Allahabad. The very small number of students who proceed to the M.A. examination is a point noticed by you at some length, as is also the still more important fact that the A, or literary, course in the B.A. examination attracts five candidates for every one who elects the alternative course of science and mathematics. The bifurcation of studies

which has now been introduced in the Intermediate examination, and the measures subsequently taken to carry this down to the high and middle classes of English schools, and to provide adequate means and appliances for science teaching in the leading schools, will, it is hoped, tend to adjust the balance between mathematics and literature, science and philosophy. This adjustment is to be desired not only on account of the dominant defects in the oriental mind, but also because, as your report bears ample witness, the so-called philosophy of the schools is in students' apprehension a mere affair of the memory.

9. Under the section devoted to "Special College Departments" you notice the Sanskrit College at Benares and the Oriental Department of the Canning College, Lucknow: also the law classes attached to several colleges. At the oriental colleges the monthly attendance declined from 503 in 1891 to 475. The law classes, as might be expected, show a steadily increasing attendance.

10. The following table compares the number of boys and girls on the rolls of English and vernacular secondary schools on 31st March 1892 with the number on the same date in 1891. The figures include secondary schools for children of European and Eurasian descent:—

		Vernacular.				*English.*				Percentage of scholars in each stage.							
										Vernacular.				*English.*			
		State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided	Unaided.	Total.
High section,	1890-91 ...	...	...	...	...	1,182	1,472	68	2,722	...	...	...	..	14	9	8	11
	1891-92 ...	...	...	...	...	1,188	1,308	95	2,591	...	...	...	...	14	9	8	10
Middle „ ..	1890-91 ...	6,138	136	68	6,342	2,089	3,227	234	5,550	21	16	28	21	26	21	27	23
	1891-92 ...	6,077	113	72	6,262	2,256	3,342	238	5,836	20	17	32	20	27	23	20	24
Upper primary section.	1890-91 ...	6,309	129	47	6,485	2,317	3,210	192	5,719	22	15	20	21	29	21	22	23
	1891-92 ...	6,088	131	47	6,266	2,427	3,130	324	5,881	20	19	21	20	29	21	27	24
Lower primary section.	1890-91 ...	15,721	585	121	16,427	2,334	7,324	351	10,000	57	69	52	58	31	49	43	43
	1891-92 ...	17,068	417	99	17,584	2,273	6,659	505	9,437	60	64	47	60	30	47	45	42
Total ...	1890-91 ...	28,168	850	236	29,254	7,922	15,233	845	24,000								
	1891-92 ...	29,233	661	218	30,112	8,144	14,439	1,162	23,745								
					Rs.				Rs.								
Fees realised,	1890-91 ...	...	...	...	34,747	...	...	...	4,89,105								
	1891-92 ...	...	...	...	37,787	...	...	...	4,49,390								
Fees per head,	1890-91 ...	...	...	...	1·1	...	...	...	20·2								
	1891-92 ...	...	...	...	1·2	...	...	...	18·9								

These figures, so far as State schools are concerned, are satisfactory. Vernacular State schools of the secondary type have of recent years

been intentionally reduced in number by the abolition of the more inefficient ones. It is therefore encouraging to see that, after a period of diminished attendance, the numbers of scholars on the rolls has now commenced to increase. An increase in the attendance at the State English schools is also perceptible, and the high and middle sections of these schools have considerably improved in strength. As regards aided and unaided secondary schools the attendance shows some decrease. This appears to be due to the withdrawal of grants-in-aid from inefficient institutions. The total fee income of secondary English schools of all classes was Rs. 4,49,390 in 1891-92 against Rs. 4,89,105 in the preceding year. The decrease here is similarly due to the disappearance from the list of a number of schools which the Department has ceased to aid on account of their inefficiency, and which have discontinued the submission of returns.

11. Of the secondary English schools maintained by the State the most important class are the district or zila schools for native boys. These numbered 38 at the close of the year, and in all but four the instruction extends to the matriculation standard. The average monthly attendance at the 38 schools was 7,201 in 1892 against 7,192 in 1891, and their total cost was Rs. 2,62,947 against Rs. 2,57,006 in 1891. Towards this expenditure the fee income contributed Rs. 1,00,262. The growth in fee receipts is satisfactory. In no previous year have they reached a lakh of rupees. The incidence per scholar on the rolls on the 31st March 1892 in the State Anglo-vernacular schools was Rs. 36·6. In aided institutions of the same class, which numbered 69 in 1892 and which were attended by 11,430 scholars, the incidence was only Rs. 26·9. As you explain in paragraph 47, the comparison is not conclusive. One-half the scholars in aided Anglo-vernacular schools are in lower primary classes, which cost little to maintain and are merely preliminary to secondary education in English. In the zila schools maintained by the State only one boy in every five is in the lower primary classes, as such preliminary instruction in English is ordinarily given in a separate branch school. You also remark that the State Anglo-vernacular schools are more successful in the public examinations, and thus have more to show for the expenditure incurred on them than have the aided schools. Your observations are concurred in by the Government, provided they are not understood to imply that the policy of encouraging private effort to relieve the State of the burden of secondary education is other than correct.

12. Work in secondary schools is tested by three public examinations, the University Entrance examination, the Middle examination in vernacular and the Middle examination in English. The results are compared with those for 1891 in the following statement. The increase of 123 in the number of matriculants indicates the growing influence of the Allahabad University, and the increasing popularity of collegiate education.

Examination.	Class of institutions sending candidates.	1891.			1892.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
Matriculation,	State ...	477	247	51	673	344	51
	Aided ...	727	290	40	789	307	38
	Unaided ...	76	25	33	76	34	44
	Total ...	1,280	562	44	1,538	685	45
English Middle.	State ...	883	332	38	1,054	498	47
	Aided ...	1,062	260	24	1,209	406	34
	Unaided ...	486	67	14	618	109	18
	Total ...	2,431	659	27	2,881	1,013	35
Vernacular Middle.	State ...	2,138	1,367	64	1,968	1,187	60
	Aided ...	189	77	41	158	51	32
	Unaided ...	1,832	375	20	1,229	234	19
	Total ...	4,159	1,819	44	3,355	1,472	44

The standards of the examinations as judged by the percentage of candidates who passed remain practically the same as last year, except in the case of the English Middle examination. Last year in this examination the percentage of passes was abnormally low owing to a change in the curriculum by which instruction in all subjects was conveyed in English instead of in the Vernacular. This change, coupled with further modifications introduced in the year under report with the object of laying stress on the English subjects of the examination, will, it is hoped, remedy the defect noticed in paragraph 33 of the report, that students who proceed to and even succeed in passing the Entrance examination have often little practical acquaintance with English. Judging from the figures on page 21 of the report, which show that the percentage of success in English increased in the last Middle examination, the change is already producing the desired effect. The increased percentage of success was however only obtained by permission being accorded by Government to pass 50 per cent. of candidates in mathematics, whatever their marks. This step was necessitated by an extremely difficult paper in the subject. Measures are under discussion to secure uniformity of standard in the different papers. State schools of the 3rd Circle show to a disadvantage both in the Entrance and in the English Middle examinations, but were successful in the Vernacular Middle, a result which is attributed to the greater development there of the boarding-house system, and to the fact that more candidates take up Hindi in that circle than in others, Hindi being an easier subject than Urdu. Paragraph 53 contains an account of the measures taken to gradually change the date of the Vernacular Middle examination to December, which, as well as the revised rules summarised in paragraph 56, for the conduct and marking of this examination, should have been reported to Government. The former alteration is desirable in order to prevent the

inconvenience from the proximity of the dates of the English and Vernacular examinations. The revised rules appear expedient in all respects. The class examination of the upper and lower primary sections of zila schools resulted in 64 per cent. of the students qualifying for promotion as compared with 50 in 1891. A similar result is shown for the corresponding examination of Middle Vernacular schools.

13. It is satisfactory to gather from the paragraphs of the report devoted to the subject of physical exercises, that increased attention is paid to the subject at zila schools. The cricket tournament at Aligarh, to which most of the zila schools in the 1st Circle sent their elevens, appears to have been a success. In the Oudh Circle cricket seems also to be assiduously cultivated, and favourable accounts are given by the Inspectors of the 3rd and 4th Circles of the progress of athletic sports.

14. The number of boarders at zila and town schools for the last three years is given below :—

	Zila Schools.				*Town Schools.*		
	Number of boarders.	Number who were self-supporting.	Percentage of self-supporters.	Fees. realised.	Number of boarders.	Number who were self-supporting.	Percentage of self-supporters.
				Rs.			
1889-90 ...	983	832	84	4,468	2,094	1,332	63
1890-91 ...	914	790	86	4,484	1,571	949	60
1891-92 ...	868	770	88	4,464	1 513	917	60

The advantages of residence in a boarding house are strongly insisted on by the Inspector of the 4th Circle, but the proviso should be added that the discipline and general arrangements of the boarding-house are such as satisfy the requirements of order and decency. Considerable improvement in this respect has been effected of late, since the subject attracted the attention of Government and rules were promulgated. Where a proper boarding-house is maintained, all scholarship-holders who do not reside with their parents or near relatives should, in the absence of special circumstances, be required to avail themselves of the accommodation thus provided, on which by the rules they have a prior claim if their homes are in the interior of the district. The figures given in your report show that in some districts the boarders are entirely self-supporting students.

15. The figures in the table below include all State and aided primary schools in the Province both for boys and girls : and also such unaided primary schools as are recognised by the Department. There was again a decline in the number, both aggregate and proportional, of scholars in the upper primary section. In the lower primary section however of State schools the enrolment was considerably larger than in the preceding year. The decrease in the scholars enrolled in aided schools is due to the disconnection of a large number of such

schools from the Department. You describe them as being ephemeral institutions giving little or no instruction:—

	State.		Aided.		Unaided.		Total.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Number of scholars on 31st March in upper primary stage.	24,661	22,825	1,009	1,117	145	117	25,815	24,059
Number of scholars on 31st March in lower primary stage.	116,984	120,868	14,942	10,608	1,167	1,281	133,093	132,757
Total ...	141,645	143,693	15,951	11,725	1,312	1,398	158,908	156,816
Percentage in upper primary stage.	17	15	6	9	11	8	16	15

16. According to the table given on page 37 of your report the falling off in the proportionate number of pupils in the upper primary stage of State primary schools is especially marked in the Allahabad Division. All the other Divisions show a falling off except Kumaun and Oudh, where the proportion remains constant, and Benares, where it increased from 11 to 15. At the same time the result of the examinations of these schools seems to have been generally satisfactory, an increased number of passes being recorded. Here again the 3rd Circle shows well. It is curious that in all the vernacular examinations this circle should be ahead of the other circles, while in the English ones it falls behind them. The result may be due to the fact that it possesses a special Inspector of Vernacular Schools.

17. There were 346 pupils on the rolls of the Normal schools as compared with 314 in the preceding year. The results of the final examinations were satisfactory, 79 and 81 per cent. of the students examined passing in the upper and lower grades respectively. The private candidates met with very little success in these examinations, as not 1 in 10 passed. You describe the improvements which are being made in the method of teaching science in these schools, but express a fear lest the instruction thus given may in great part be infructuous, owing to the want of proper appliances for teaching the subject experimentally in the Vernacular Middle schools to which the students will be sent. The difficulty is entirely one of expense. It may be at once granted that there is no prospect of equipping Middle schools with all the scientific apparatus now provided in the Normal schools. But some elementary facts of chemistry and physics can be demonstrated by very simple and inexpensive methods, and this should be aimed at as far as the funds at the disposal of Middle schools permit. The question deserves your careful consideration, and inquiries should be made as to what is being done in other Provinces.

18. In paragraph 86 of your report you cite the observations of the Circle Inspector on the curriculum of the Agra Normal School

which he considers too long and exhausting to the students; and as his remarks apply equally to the other schools, you propose to examine the subject with the aid of your Assistant Inspectors. Your conclusions will be awaited by the Government.

19. The number of native girls, including Native Christians, under instruction, and the expenditure for the last two years, are compared in the following table:—

	Pupils.		*Expenditure.*	
	1890-91.	1891-92.	1890-91.	1891-92.
			Rs.	Rs.
State schools	3,314	2,917	17,833	17,047
Aided schools	6,656	6,437	1,17,705	1,08,162
Total ...	9,970	9,354	1,35,538	1,25,209

The State schools for native girls confine their attention to giving elementary instruction in the vernacular. There is a general consensus of opinion that they are inefficient. The inferiority of the teachers is probably due to the low pay offered, but there is no reason why efficient supervision by the district inspecting officers should not be insisted upon, and the members of the District Boards might be induced to take an interest in the matter. The aided schools for native girls are all under missionary management. They number 172, of which nine give secondary and eight primary instruction in English, and are attended chiefly by Native Christians. You describe these English schools as containing the germ of much future promise, and make certain suggestions to promote their progress. These suggestions are being separately dealt with.

20. The main statistics bearing on the schools aided under the Code of Regulations for European Schools are given below:—

	1889-90.	1890-91.	1891-92.		1889-90.	1890-91.	1891-92.
Total number of scholars.				*Total expenditure in grants from public funds.*	Rs.	Rs.	Rs.
High	87	108	143				
Middle	607	692	702	Ordinary grant ...	64,575	71,138	72,473
Primary	1,011	1,060	1,058	Examination grant...	4,140	7,800	7,256
Infant	359	359	368	Grant-in-aid of fees,	2,444	3,048	3,949
Total ...	2,064	2,219	2,271	Total ...	71,159	81,986	83,678
Examination results.							
Boys. Number sent up ...	31	54	57				
Boys. Percentage passed ..	58	53	28	*Grant per head of average strength.*			
Girls. Number sent up ...	50	84	85	Boys	30	35	34
Girls. Percentage passed ...	64	59	37	Girls	36	40	41

There is an increase in numbers and in expenditure, and judging from the increase in the grant per head of average strength, which is not materially affected by the portion of the grant given in charity, the instruction as a whole increases in efficiency. There is a marked deterioration in success at the school final examination, which may perhaps be due to the changes in the curriculum noticed as deterring some schools, notably the Boys' High School at Allahabad, from sending up candidates.

21. The measures taken by the Government to give effect to the recommendations of the Committee appointed in 1891 to consider the subject of technical education in these Provinces do not fall within the period dealt with in your report, but as they have continuously engaged the attention of your predecessor and yourself they may be briefly adverted to. The group of recommendations regarding the Thomason Engineering College at Roorkee have formed the subject of a reference to the Government of India, and are still under consideration. The recommendations regarding the establishment of a School Final examination have been accepted in principle by the Senate of the University, though the details are still under consideration by the Syndicate. The University has consented to charge itself with the conduct of the proposed examination, and to allow it under certain conditions to rank as an alternative Entrance examination. The new curriculum will thus both meet the needs of boys preparing for industrial pursuits and of those who wish to graduate ultimately in mathematics and natural science. The bifurcation of studies from the commencement of secondary education to the University degree may now be regarded as an accomplished fact in these Provinces, and in anticipation of the scheme of studies under elaboration in the Syndicate, drawing and science classes have been organised in selected High schools. Allied to the question of a School Final examination for native schools is that of the Final Standard examination prescribed for European schools aided under the special code. Modifications have been made in this examination to bring it into closer correspondence with the course of studies pursued in La Martinière and other unaided schools, and to constitute it a public examination for all European schools, whether aided or unaided, in the Province. A public Middle examination, similarly open to all European schools, has also been instituted.

22. Effect has also been given to the recommendations of the Committee regarding the establishment of an Industrial school at Lucknow for the children of railway operatives and other artizans, and of an Agricultural school at Cawnpore. The Industrial school was opened by His Honor on the 1st of this month. The Agricultural school will, if accommodation can be arranged for, be opened early in 1893. The proposed establishment of a School of Art and of a Teachers' Central Training College have been postponed for want of funds. With these two exceptions action has been taken on all the recommendations made by the Committee, though some time will necessarily elapse before the

results are visible, or before it can be said how far the changes introduced into the educational system of the Provinces meet a real want and are taken advantage of by the classes for whose benefit they have been specially designed. In laying down his office Sir Auckland Colvin ventures to hope that the measures he has been able to inaugurate may conduce to the material prosperity of the people and to their increased participation in the industrial and commercial progress of modern India.

23. In conclusion I am to thank you for your full and interesting report. You assumed charge of the Department after the close of the year with which the report deals, but your long connection with education in these Provinces gives to your remarks an exceptional value.

I have the honor to be,

SIR,

Your most obedient servant,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.